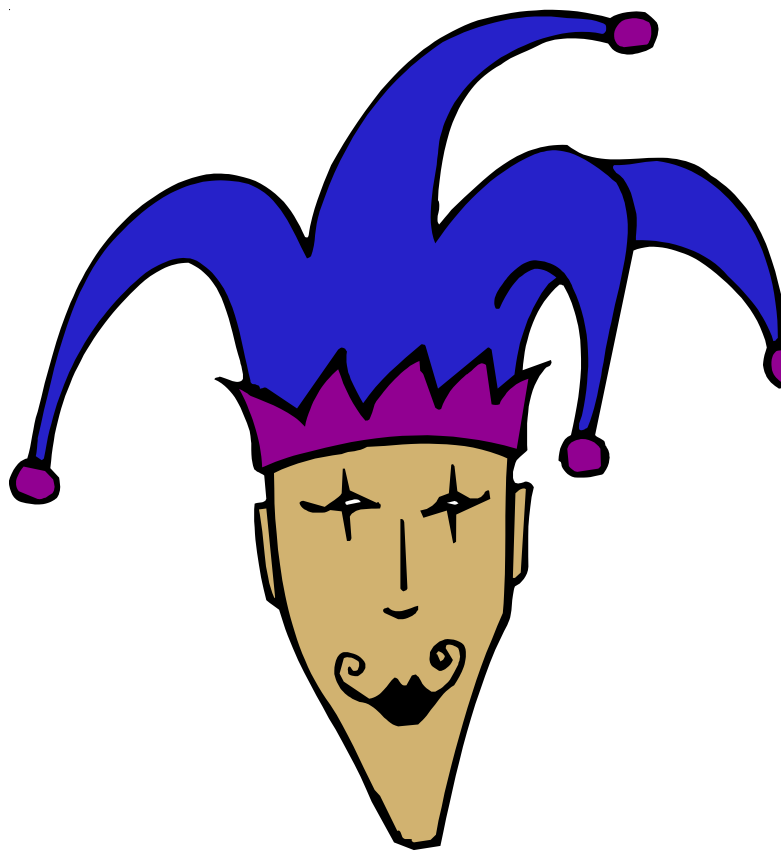


# *READ* iculous!



## 2005 Teen Summer Reading Manual

Alabama, Georgia, Mississippi, South Carolina, and Virginia

## INTRODUCTION

Grins, giggles, chuckles, snickers, guffaws, groans and belly laughs. The 2005 Teen Summer Reading Program is all about humor. From bad jokes to silly stunts, this manual is filled with ideas to bring even the most reluctant teen into your library.

This year's manual is truly a group effort, with librarians from Alabama, Georgia, and Virginia putting their collective heads together and sharing their ideas and experiences.

For some of us, teen programming is old hat; others may just be testing the waters for the first time. This manual has material that should appeal to all. Just skip over the parts you've already heard (although a "refresher course" is never a bad thing). A note about this year's manual: we've frontloaded the program ideas, so if that's all you need, you don't have to plow through a lot of the other stuff. After the programming, you'll find all the basics on marketing and public relations, plus lots of great information on teen volunteers and teen development.

Remember, it's all about fun! We're here to bring youngsters and books together ~ what better way than through humor? So start looking through your collection for all those silly stories (P.S. Lots of suggested reading in the bibliography section of this manual), learn some new jokes, and dig out your Groucho Marx noses... and have a **GREAT** summer!

Outside of a dog, a book is man's best friend. Inside of a dog, it's too dark to read.

~ Groucho Marx

## ACKNOWLEDGEMENTS

Thanks to the youth services librarians who contributed material and ideas to this manual. (If your name is missing, it's solely the fault of the editor, who sends her apologies.)

- ♦ Karen Butler, Troy Public Library, Troy, AL
- ♦ Christine Bowman, Youth Services Consultant, Alabama Public Library Service, Montgomery, AL
- ♦ Teresa Colvin, Troy Public Library, Troy, AL
- ♦ Charmette Kendrick, Chattahoochee Valley Regional Library System/North Columbus Branch Library, Columbus, GA
- ♦ Linda Marchant, Live Oak Public Library, Savannah, GA
- ♦ Carol Melton, Emmet O'Neal Public Library, Mountain Brook, AL
- ♦ Pat Muller, Youth Services Consultant, The Library of Virginia, Richmond, VA
- ♦ Betty Nysten, Hoover Public Library, Hoover, AL
- ♦ Karen Preuss, Montgomery City-County Public Library, Montgomery, AL
- ♦ Rochelle Sides-Renda, Birmingham Public Library/Five Points West Regional Branch Library, Birmingham, AL
- ♦ Grace Slaughter, Birmingham Public Library/North Birmingham Regional Branch Library, Birmingham, AL
- ♦ Victoria Strickland-Cordial, Chesapeake Public Library, Chesapeake, VA
- ♦ Lisa Tarr, Smyrna Public Library, Smyrna, GA
- ♦ Jean Zeiler, Hazel Green Public Library, Hazel Green, AL

Special thanks to Kathy Barco at the New Mexico State Library for their *inspiring* 2002 Summer Reading Manual. Portions of this manual are excerpted/reprinted with permission from the New Mexico 2002 Summer Reading Manual, *READiculous*, with permission from the New Mexico State Library. The information on the Book Buddies program is reprinted with permission from the Brooklyn Public Library.

# TABLE OF CONTENTS

Introduction	i
Acknowledgements	ii
Table of Contents	iii
Make 'Em Laugh: Programming Ideas	1
Knock, Knock (Jokes, That Is)	2
Bibliography of Suggested Reading	3
In the Funny Pages: Comedians, Movies and Television	4
Marketing and Public Relations	5
Libraries and Teens	6
Professional Reading	7

# MAKE 'EM LAUGH

## Programming Ideas

### Reader's theater

Present practiced readings from members of a school drama club, or Teen Advisory Groups. Combine with amusing poetry (original or not).

### "ArtWork"

Get a comic book artist or art teacher to present a program on comic drawing/graphic novels, and then have a summer of Teen art.

### Ridiculous Game Show

The idea for this game is to come up with silly categories and even sillier questions that children/young adults might know. Examples of the types of questions that could be used are, "What was the first name of the director of the show 'Friends'?" or "If a doctor told you that you had arachnophobia, what is he saying you are afraid of?"

### Human Bingo

This is a wonderful getting to know you game and icebreaker. It can be customized to what ever you want the Bingo cards to say. The cards have statements on them, such as, "I like science fairs" or "My sister is a cheerleader." The object of the game is to go around with your card and ask the other people in the room if they have any of the interests on the card. If they do then they can sign that square. For example, "Hello, I like going to science fairs, do you?" If the other person answers "yes" then they would sign your square. The person with signatures that go all the way across, up and down, or diagonally on the Bingo card wins.

## Mad Libs

This game provides a twist to familiar poems, passages, or song lyrics. Before the game begins, write down on a flipchart all the words to a song you like or a passage from a favorite book, leaving several numbered blank spaces for some of the names, nouns, adverbs or adjectives. Then, with the flipchart facing away from the audience, ask those in attendance for any name, adverb, etc. when you come to a blank space and write in what they tell you. After all the blanks are filled in, turn the flipchart around and laugh along as you read aloud your newly created mad lib.

## Unusual Art

This is a fun way to recycle odd items around the house. Teens are asked to bring in fabric scraps, old tennis shoes, t-shirts, etc. and they will get a chance to update and revitalize the old with new beads, paint, and sequins.

## Quiz: What Type of Dog Are You?

This is an on-line quiz(es) that teens may find fun. There are several sites which claim to tell you what type of dog you are after answering their list of questions.

## Impromptu Activity/Charades

Obviously with charades you can pick any category and come up with any number of scenarios for teens to act out. Another fun twist to this game is a great impromptu activity. Groups of three or four teens are given a general topic, such as the beach or camping, and they have to come up with four specific activities they can act out, without talking, to give clues as to what the general activity is. For example, if the general activity is getting ready for school, the group might act out brushing their teeth, eating breakfast, putting on their clothes and making their bed.

## Write a Ridiculous Story

This activity would be more of an independent project and contest. Children and young adults will be given a due date for their stories and will compete to see who can come up with the most “READiculous” story. Judges will look for correct grammar usage, imagination, and the general flow of the story. Prizes will be awarded for the winners.

## Spin a Tale

This game is played with everyone sitting in a circle. One person starts off the story and then each subsequent person adds to it with a sentence or two. Bonus laughs are added to whoever contributes the most ridiculous ideas to this tall tale.

## Make Your Favorite Story Book Character

This is a fun idea to use with older children. Kids or young adults are grouped together in teams of four or five and are given a roll of masking tape and lots of newspaper. Then with a little background music to keep them inspired, the groups begin creating their favorite story book character. One or two of the teammates may volunteer to be decorated and the rest can assemble the character. Easy people to create are ones with distinct costumes, like the cowardly lion from the “Wizard of Oz.” Prizes can be awarded for the costumes with the closest resemblance to their character and the most creative use of the newspaper.

## Whose Line is it Anyway?

Taken from the hit TV show of the same name, children and young adults will be asked to use their wit to act out words, phrases, or scenarios on the spot. Very much like charades, this game goes a step further and incorporates speech into the impromptu skit so that the kids will not only act out the scenario they will have to talk while doing it.

## **Joke Night/Last Comic Standing**

For the clowns in the crowd, this would be an enjoyable activity for those kids that have a lot of jokes to tell. To add spice, prizes can be awarded for the best jokes. An atmosphere can be created for the event with a stage, a microphone, and lighting. Adults in charge may want to censor all the jokes that are said to weed out any inappropriate ones.

## **Stupid Pet Tricks**

One day the teens could bring in their pets to show them off. Prizes could be awarded for the cutest, the best pedigree, or best personality. At the conclusion of the event, the pets are given a chance to show off their talents and tricks, and are judged by a panel of judges.

## **Fractures Fairytales**

These are fairytales gone berserk! The normal ending to the beloved stories from our childhood have been tossed out and are replaced with a new conclusion. With a little imagination, these tales could be given a face lift.

## **Mardi Gras theme**

This idea could be lots of fun with beads, King Cakes, and music. Decorate a room with Mardi Gras in mind and add a little Cajun spice with traditional food and music from Louisiana. There could be face painting and bead prizes for all the games.

## **Teens Making Money**

Bring in a series of performers to do mini workshops for teens to learn ways to make money.

- A. Clowning 101: facepainting and big feet
- B. Ballooning made easy
- C. Magic: It's All in the Hands
- D. Making your business work



## Get a Clue!

This is a program using the game Clue which is trademarked and copyrighted. Therefore, you must find or buy a Clue game. Using the game as a guide, re-name the characters, murder weapons, and rooms so that they are humorous. Even better, have your teens be creative and do the re-naming for you. For example, rather than the murder by Mr. Mustard in the hall with a knife the perpetrator might be standup comic Heine Heineman, with a frozen salami, in the outhouse. You can also do a life-sized version of the game, if your meeting room is very large or you have access to a large room.

You can set up the spaces by using construction paper squares on the floor and area rugs with props to define the rooms. Again, by using humorous ideas for the murder weapons and so forth, you can play a Read-iculous life-sized game of Clue. Since there is a limit to the number of players, if you are doing the life-sized version, you might have to play in rounds. Player who are waiting can play the smaller version until its time for their turn. Prizes could be cued to the murder weapons, such as small salamis!

## Circus Programs for Teens

- Read aloud Circus stories to children
- Parade around the library in circus costumes and perform safe tricks
- Learn from a local clown This year a former clown who is a customer presented a wonderful program for teens. He briefly explained the history of clowning; performed a few tricks; talked about his experience living with the Circus; and demonstrated the art of face painting, after which audience members painted each others faces.
- Write a short essay, poem, rap about a circus animal or the circus
- Make a circus mask
- Learn how to make quick cash as a clown at a local festival or circus event
- Create a circus game under the instruction of a local gamer

## Tie Dye Crafts

The idea for this program from a list serve, but the “how” of doing it I got from a high school kid who I met on the street and complimented on his shirt. Specific details can be found at this site:

<http://www.stevespanglerscience.com/product/1153>

However, we did not follow the directions exactly! Our group each had a T-shirt that I purchased from the Dollar General (very inexpensive) and Sharpie markers and rubber bands. We used the rubber bands just as we would have if we were going to traditional tie dye. The kids took a lot of time doing this. Then, the teens took the Sharpies and colored the shirt. Some would make dots and others would hold the marker to the fabric and let the ink absorb into the shirt. Then we used rubbing alcohol and dropped drips onto the shirt where we had colored with a Sharpie. The shirt colors did bleed and we were thrilled with each of the designs. Even some of the guys who were skeptical were shocked and thrilled with their shirts. This project took about an hour.

## Duct Tape Day

Supplies needed:

- ~ The Jumbo Duct Tape Book by Jim Berg, Tim Nyberg, & Tony Dierckins
- ~ Duct Tape
- ~ Ideas — from participants.

Welcome to the wacky tacky world of duct tape. Mini quiz —

- 1) what is duct tape?
- 2) Name three traditional uses for duct tape.
- 3) Name three things you would never fix with duct tape. (this gets funny.)

Divide group into teams. Challenge each team to use their full roll of duct tape and create something useful. After this is done — if there is time, make

## Writing Workshop #1

Mystery author, Patricia Sprinkle, offered to teach a writing workshop at the library last year. She did a 1/2 day program and the kids didn't want it to end. This year she came back and did a full workshop with hours being 10 - noon 5 days in a row. Some of the fun writing activities included:

Lemon identification:

- 1) Give every child a fresh lemon.
- 2) Have them study it. Look at it carefully.
- 3) Ask them to describe their lemon in detail (writing) and then put the lemon back in the bowl.
- 4) Ask kids to discuss their lemon.
- 5) Ask them to pick their lemon out of the bowl.

Believe it or not, most will find their lemon.

This is an exercise in detail. Both seeing details and describing details. The writing led to an exercise in following directions.

They made lemonade out of the lemons. Took a break to drink the lemonade and then did another exercise!

When life gives you lemons. This is a great time to discuss when something horrible has happened to you in life. Write about it. Be creative about the ending — turning the horrible event into "lemonade."

Again, the purpose is to get kids to write creatively while working with details.

## Writing Workshop #2

Supplies needed:

National Geographic Magazines or animal magazines.

Prior to the workshop tear out exotic animal pictures. As many as you can find so that your group will have more pictures than they have attendees.

At the time of the class, turn all the pictures face down on a table and ask kids to pick one and have a seat.

The exercise is to

- 1) Give your animal a name
- 2) Tell what kind of animal he/she is.
- 3) Write a short story about this animal.

If the group feels comfortable with each other, it is fun to have them read the short stories to each other.

Most middle and high school kids do not write creatively enough to feel comfortable with the job. This workshop allowed students to not only improve their writing but to laugh at themselves all along the way. Some of the animals used in this exercise were not commonly known.

The beauty of our facilitator is that she asked the right questions to pull kids out.

NOTE: Most of the attendees were encouraged to attend by their parents. I don't think they thought of it themselves. But, after the first day, they all returned for the whole week! So, they must have liked something!

## Case of the Absurd Mystery

Go ahead: Order one of those Upstart Mystery Kits. Make it your own by using your teens as the characters - change the names, alter the bios, play with the format. Early in the year, make pictures of various teens to use on a character board. Film the characters as they recite their "statement". DO NOT GIVE AWAY THE CULPRIT! On the day of the summer program, set up a room as the crime scene. Give everyone a chance to solve the "crime."

## READiculous Golf (AKA Goofy Golf)

Call your local golf shop, sports equipment store, country club or keep an eye out for a likely patron. Ask if they/he have/has someone who would come out and talk about golf - golf etiquette (Sportsmanship & Manner), how to putt, HT score, HT read the golf statistics on the sports page (Hint: Look at the \$ sign), etc. Show a film about a golfer, if possible. Beg/borrow some putters. Set up some easy practice putts. The practice putts could be something as simple as a couple of 2x4s with a 4-inch space separating them. Give each participant a chance at each practice putt.

## Last Comic Standing OR "Humor me with this" Poetry Slam

Poetry Café with humorous poetry only. Original is nice but not necessary. Have some Shel Silverstein or Jack Prelutsky or Charles Ghigna poetry books on hand for those reluctant to share their original work. Encourage participation with a Reader's Theater presentation of one of your favorite humorous poems. Cover tables with white butcher paper and encourage doodling and spontaneous group poetry.

## Laughin' at Laugh In

Create your own *Laugh In* set. A refrigerator box is a good size to use. Cut windows and doors, and paint wild and wacky. Your imaginations are the limit. Collect jokes and riddles and have fun with them telling from the windows. Add some greenery on either side and other characters can appear and reappear. If one is available, show an old episode of *Laugh In*. This can translate to a YA-produced program for your younger crowd.

## Beyond the Ball - How to Juggle

Studies show (or so I've been told) that juggle helps grow brain cells. Increase your gray matter by learning to juggle. Find local talent to help with a beginner workshop. An easy, anyone-can-do-it technique is to use scarves instead of balls. So...gather a supply of scarves and balls and have fun trying. Check out this web site: [http://abcnews.go.com/sections/living/SciTech/juggling\\_brains\\_040126.html](http://abcnews.go.com/sections/living/SciTech/juggling_brains_040126.html).

## Hello Muddah, Hello Faddah - Letters from camp

Sing or read *Hello Muddah, Hello Faddah*. Create your own letters from camp. What disasters are keeping *you* from having a wonderful time at Camp Summer Reading? Vote for most convincing.

## "I'm not bad. I'm drawn that way."

(Jessica Rabbit in *Who shot Roger Rabbit?*)

Contact your local talent. Find someone who can draw and/or present a workshop and/or talk about how to draw a comic strip; how to draw caricatures; how to draw a political cartoon; how to draw animation, how to draw Anime, etc. Additional topics could include: Stereotypes, symbols, syndication.

## Out On a Limb...Prat Fall or Survival

What is important at your branch? Water safety? Biking? Personal Security? Find your local resources to fill your individual survival need. Try American Red Cross, a local martial arts instructor or police outreach officer.

## Jester Jokes Or I'm a Fool for You

Collect jokes - all kinds of jokes - silly and otherwise. Limericks, knock-knock, dumb blond, riddles (Why did the chicken cross the road?), Little Johnny Gross are just a few of the "types" of jokes. If you wish, prepare a form for your Summer Reading participants to submit an entry. Vote on favorites. An idea for the board is to have a folded form/shape. The question goes on the front the punch line on the inner page.

## Clown College of the Party Animal

Do you have teens who like clowns? Invite them to become a special event clown. A fun way to earn money. Present a workshop on party planning, simple tricks to learn, balloon sculpture, etc.

## Make-up in the Extreme

Do you have a local cosmetologist? Someone who is a make-up artist? Avon or Mary Kay Representative? Theatrical talent? Someone with make-up samples? Invite your local contact to go beyond the ordinary, everyday face. Try a disguise, add character lines or go wild with animal stripes or clown/mime white. Create a comic character face or age your features to the max. Sometimes costume make-up packs will have a sample of faces to create with that product-pack. Having a sample of a completed face can spark creativity.

## Funny in the Extreme

Does your community have a working comic? Someone who tells humorous stories? Invite the talent to talk with your teens about a career in humor, How to get started, how to get gigs. Discuss timing, "straight man", the business of being funny, "What is funny?" or "How to be funny without being a fool."

## Incredible Dog Tricks AKA Stupid Pet Tricks

Do you have a resident trainer on staff? A likely patron? A K-9 unit with your police department? Pet therapy at your local nursing home? Seeing-eye dogs? Find a connection to have a serious discussion. Or invite your young trainers to demonstrate their pet's special talents. Or not, as the case may be.

## A Funny Thing Happened On the Way To...or What I Did On My Summer Vacation - Urban Legends in Your Town

*Spiders in the Hairdo*, compiled by David Holt and Bill Mooney, is a good source of Urban Legends. Does your community have any that regularly surface? Can you trace the origin? Do *you* know how to spot an urban legend? This is a good discussion program 'cause everybody has heard one.

## I know what you did last summer (Truth or Lie)

This is an icebreaker activity. Each participant names four things about themselves. Three are true; one, a lie. All the others must decide which is the lie. Extension: If available, show an episode of *Ripley's Believe It or Not!*

## EEK! A Mouse! - Practical Jokes

Are you brave enough for this one? Have a Reader's Theater selection of scenes featuring practical jokes. Then - maybe - allow your group to try one or two. Set out the rules: No damage to property or person. Be prepared for/Own up to the consequences. *And* No cruelty tolerated. Award points for originality, surprise quality, set up, etc.

## He's so bad...Creative Insults

Each culture has a different way to put down or brush off or otherwise describe an individual negatively. Some cultures make it into a contest - each description gets more elaborate. That is the point of this activity. Divide the group into teams. Describe a book character and set each team to outdo the other. Alternately, get the crowd going with superlatives - He's so good - he's got stars in his crown, angels on his shoulder, etc.

## Not Gory...Gorey!

No YA program would be complete without Edward Gorey's classic *The Gashlycrumb Tinies: Or, After the Outing*. It's NOT for children or the faint of heart, but teenagers will love it. 26 children die grim and strange deaths...from "Z is for Zillah who drank too much gin" to "A is for Amy who fell down the stairs," teens love the gothic drawings and strange sense of doom. While you should give it the once over before you hand it out, this tiny little book, first published in 1963, is a keeper.

## Too Many Cooks Spoil the Joke

Take a look at the tables of contents in these two books and you'll know such concoctions never got tested by Betty Crocker!

~ *Roald Dahl's Revolting Recipes*

~ *Grosser Goodies: Beastly Bites That Look Bad But Taste Good* by Tina Vilicich-Solomon

Try to get a chef from a local restaurant to do a cooking (and tasting) program based on recipes from these books.



## Famous Comic or Cartoon Pairs - Match Game

The group on the left has a partner on the right. Match these famous pairs. Rated: Tough!

- |                                 |                        |
|---------------------------------|------------------------|
| 1. _____ Archie                 | A. Bertie              |
| 2. _____ Asterix                | B. Bullwinkle          |
| 3. _____ Batman                 | C. Butthead            |
| 4. _____ Beany                  | D. Cecil               |
| 5. _____ Beavis                 | E. Chester the Terrier |
| 6. _____ Beauty                 | F. Dagger              |
| 7. _____ Buster Brown           | G. Dale                |
| 8. _____ Calvin                 | H. Devil               |
| 9. _____ Cloak                  | I. Dove                |
| 10. _____ Charlie Brown         | J. Ferdie Fieldmouse   |
| 11. _____ Chip                  | K. Gromit              |
| 12. _____ Earl                  | L. Hardy               |
| 13. _____ Gumby                 | M. Hobbes              |
| 14. _____ Hawk                  | N. Ignatz              |
| 15. _____ Hi                    | O. Jeff                |
| 16. _____ Hubie                 | P. Jerry               |
| 17. _____ Itchy                 | Q. Jughead             |
| 18. _____ Kaput                 | R. Kell                |
| 19. _____ Kevin                 | S. Lois                |
| 20. _____ Krazy                 | T. Lothar              |
| 21. _____ Lady                  | U. Mooch               |
| 22. _____ Laurel                | V. Moritz              |
| 23. _____ Lilo                  | W. Mugsy               |
| 24. _____ Mandrake the Magician | X. Obelix              |
| 25. _____ Marc Antony           | Y. Pokey               |
| 26. _____ Max                   | Z. Pussyfoot           |
| 27. _____ Morty                 | AA. Robert             |
| 28. _____ Mutt                  | BB. Robin              |
| 29. _____ Nancy                 | CC. Scratchy           |
| 30. _____ The Phantom           | DD. Sluggo             |
| 31. _____ Pinky                 | EE. Snoopy             |
| 32. _____ Ren                   | FF. Stimpy             |
| 33. _____ Rocky                 | GG. Stitch             |
| 34. _____ Rose                  | HH. The Beast          |
| 35. _____ Spike the bulldog     | II. The Brain          |
| 36. _____ Terry                 | JJ. The Pirates        |
| 37. _____ Thomson               | KK. The Roadrunner     |
| 38. _____ Tom                   | LL. The Tramp          |
| 39. _____ Triangle              | MM. Thompson           |
| 40. _____ Wallace               | NN. Thorn              |
| 41. _____ Wile E. Coyote        | OO. Tige               |
|                                 | PP. Zösky              |

0-8 Correct - You need some serious culturization.

9-16 Correct - You need to change your reading habits.

17-24 Correct - You are not afraid to indulge in comics.

25-32 Correct - You seriously like light reading.

33-40 Correct - Awesome!

41-42 Correct - You Rock!

## Famous Comic or Cartoon Pairs - Match Game – ANSWER KEY

- |     |        |                       |
|-----|--------|-----------------------|
| 1.  | Q      | Archie                |
| 2.  | X      | Asterix               |
| 3.  | BB     | Batman                |
| 4.  | D      | Beany                 |
| 5.  | C      | Beavis                |
| 6.  | HH     | Beauty                |
| 7.  | OO     | Buster Brown          |
| 8.  | M      | Calvin                |
| 9.  | F      | Cloak                 |
| 10. | EE     | Charlie Brown         |
| 11. | G      | Chip                  |
| 12. | U      | Earl                  |
| 13. | Y      | Gumby                 |
| 14. | I      | Hawk                  |
| 15. | S      | Hi                    |
| 16. | A      | Hubie                 |
| 17. | CC     | Itchy                 |
| 18. | PP     | Kaput                 |
| 19. | R      | Kevin                 |
| 20. | N      | Krazy                 |
| 21. | LL     | Lady                  |
| 22. | L      | Laurel                |
| 23. | GG     | Lilo                  |
| 24. | T      | Mandrake the Magician |
| 25. | Z      | Marc Antony           |
| 26. | V      | Max                   |
| 27. | J      | Morty                 |
| 28. | O      | Mutt                  |
| 29. | DD     | Nancy                 |
| 30. | H      | The Phantom           |
| 31. | II     | Pinky                 |
| 32. | FF     | Ren                   |
| 33. | B or W | Rocky                 |
| 34. | NN     | Rose                  |
| 35. | E      | Spike the bulldog     |
| 36. | JJ     | Terry                 |
| 37. | MM     | Thomson               |
| 38. | P      | Tom                   |
| 39. | AA     | Triangle              |
| 40. | K      | Wallace               |
| 41. | KK     | Wile E. Coyote        |



## This Game is READ-iculous!

Engage your teens by playing the READ-iculous Game this summer. You will need to provide the following items:

- ♦ Large bulletin board or a wall covered with a sheet of Kraft paper. (for the READ-iculous Wall of the Absurd aka RWA)
- ♦ Colored markers, crayons, etc.
- ♦ Polaroid or digital camera for taking their pictures.
- ♦ A box of funny disguises, like groucho glasses with nose and mustache, glasses with eyeballs, etc.
- ♦ Hula Hoops
- ♦ Book review forms
- ♦ Release forms to use their names and photos in the library or on the web.
- ♦ A teen reading interest survey (sample form on page 6:40)
- ♦ READ-iculous Evaluation form
- ♦ An invitation to your special event

Then you will need to do the following:

Plan a special event to which all the players will be invited when the game ends. Photocopy the game card on card stock, front and back. Find a humorous stamp pad so that they can stamp each square as they fill it in.

Take a photo of each teen as they sign up, wearing a funny disguise and let them post it on the READ-iculous Wall. They can write their name on it too. As they do the activities, let them post the ones that they create on the RWA—limericks, book reviews, jokes, cartoons, etc.

You can also post these to the library website.



## This Game Is READ-iculous



<b>FREE</b>			<b>FREE</b>
<b>FREE</b>			<b>FREE</b>

Fill in 16 squares from the list on the back of the card. When you are finished, please fill out an evaluation and receive an invitation to a READ-iculous library event.

(Over for list)

1. Find a funny disguise and get your picture taken for the READ-iculous Wall of the Absurd (RWA).
2. Fill out a book review form.
3. Read a graphic novel.
4. Find a synonym for "ridicule" and write it in a square. Then write it on the RWA.
5. Read a magazine.
6. Find a teen fad or fashion from the 50's, 60's, or 70's. Write or draw in a square.
7. Read a humorous book.
8. Draw your own comic strip.
9. Read a mystery.
10. Twirl a hula hoop for one minute in front of the librarian.
11. Read a sports story.
12. Fill out a reading interest form from the librarian.
13. Read a sci-fi/fantasy.
14. Tell the librarian a "clean" joke.
15. Read a biography.
16. Read a story to a younger child.
17. Write a limerick and give to the librarian to post on the RWA.
18. Recommend a book to a friend (write title and friend's name in the square).
19. Ask a relative to tell you a story about when they were a teenager.
20. Attend a library program.
21. Find a funny web site.
22. Read a historical fiction.
23. Cut out a cartoon from a magazine or newspaper.
24. Write a poem about yourself.



# This Game is READ-iculous Evaluation Form

Name (optional) \_\_\_\_\_ Age \_\_\_\_\_

Library Name \_\_\_\_\_

Did you participate in the teen summer program last year? Yes \_\_\_\_\_ No \_\_\_\_\_

How would you rate the teen summer reading program on a scale of 1 to 5 with 1 being the best?

What did you like best about the program?

What did you like least about the program?

How would you improve the program?

Did you play the READ-iculous Game? Yes \_\_\_\_\_ No \_\_\_\_\_

How would you rate this game on a scale of 1 to 5, with 1 being the best?

What did you like best about this game?

What did you like least about this game?

How would you improve this game?

Write any other comments here:

Thanks!

# Website Photo / Newsletter Agreement

## Teen Advisory Group

I, \_\_\_\_\_, give my permission  
(please print)

for my child, \_\_\_\_\_ to  
(please print)

have his/her photograph as well as his/her first name and last initial published on the  
Chesapeake Public Library webpage and/or newsletter.

Signed,

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

## **KNOCK, KNOCK (JOKES, THAT IS!)**

Here you go: the good, the bad, and the really bad.  
See if your teens can top these!

Knock knock.  
Who's there?  
Clothes on.  
Clothes on who?  
The Library's clothes on Thanksgiving,  
but we'll be open again on Friday!

Q: What do librarians use as bait on fishing trips?  
A: Bookworms.

Q: Why did the vampire check out a art book?  
A: He wanted to learn how to draw blood.

Librarian: Knock knock  
Student: Who's there?  
Librarian: Winnie  
Student: Winnie who?  
Librarian: Winnie you going to bring back that overdue book?

Q: Why does an elephant use his trunk as a bookmark?  
A: That way he always nose where he stopped reading.

Q: What do librarians hang over their babies' cribs?  
A: Bookmobiles.



Q: What do you get if you cross a locomotive with the author of the book Tom Sawyer?

A: A choo choo Twain.

Q: Why does the ghost come back to the library every day for more books?

A: Because she goes through them too quickly.

Q: What reference book should you use when you forget your shovel?

A: The dig-tionary.

Q: What does a librarian eat dinner from?

A: A bookplate.

Q: Where does a librarian sleep?

A: Between the covers.

Q: Why did the Rumanian stop reading for the night?

A: To give his Bucharest.

Q: What do you get if you cross a comedian and an Edgar Alan Poe story?

A: The wit and the pendulum.

Q: Why did the librarian slip on the library floor?

A: Because she was in the non-friction section.

Q: Why was the T-Rex afraid to go to the library?

A: Because his books were 60 million years overdue.

## BIBLIOGRAPHY OF SUGGESTED READING

Someone asked: Isn't the Summer Reading Program supposed to be about reading? Well, yes, it is. Great programs will get teens in the door; once you've got them there, make sure you keep reading at the forefront of your program. Include short booktalks before, during and after your activities. Pull lots of copies of books to create a display teens can grab books from. Include magazines, graphic novels, and Books-On-Tape in your booktalks. Print bookmarks with recommended reading titles on them. Have the teens who come to your programs write book reviews of the books they read, and post them on a bulletin board and your library's web site.

Keeping with the theme of this year's program, here's a bibliography of some humorous titles that were submitted as recommended reading.

Adams, Douglas. **The Hitchhiker's Guide to the Galaxy**. Crown, 2004. ISBN 1400052920. Seconds before the earth is demolished to make way for an intergalactic highway, Arthur Dent is saved by his alien friend Ford Perfect and begins a wacky romp through the galaxy. After all these years, this classic is finally coming to the big screen in May of 2005!

**Beatles Yellow Submarine**. Candlewick Press, 2004 .ISBN 0763624403. Picture book version of the Beatles film; features mod-look cartoon Beatles.

Burgess, Melvin. **Lady: My Life as a Bitch**. Henry Holt, 2002. ISBN 0805071482. 17 yr. old Sandra acts like one, gets turned into one, and begins to wonder if maybe the change isn't so bad, after all.

Carroll, Lewis. **Jabberwocky**. Kids Can Press, 2004. ISBN 1553370791. A new edition with edgy, hip illustrations by Stephane Jorisch that highlight the absurdity of the poetry.

Ferris, Jean. **Once Upon a Marigold**. Harcourt, 2002. ISBN 0152167919. Raised by a troll, Christian falls in love with Princess Marigold in this quirky fantasy.

Groening, Matt. **The Simpsons: A Complete Guide to Our Favorite Family**. HarperTrade, 1997. ISBN 0060952520. In the words of Comic Book Guy, "Best Simpsons book *ever*."

Guzzetti, Paula. **Jim Carrey**. Silver Burdett, 1997. ISBN 0382397304.  
Fabulous funnyman's rise to fame.

Hiassen, Carol. **Hoot**. Knopf, 2002. ISBN 0375821813.  
Owls, pancake houses, environmentalism, and friendship padded with one-liners. Classic Hiassen for teen audiences.

Horvath, Polly. **The Canning Season**. Recorded Books, 2003.  
ISBN 1402558945. Narrated by Julie Dretzin. Ratchet is pawned off on two elderly and quirky Aunts in this mix of humor and pathos.

Korman, Gordon. **Son of the Mob**. Hyperion Books, 2002.  
ISBN0786807695. When your father is a powerful Mafia boss and your girlfriend is the daughter of an FBI agent, your life can get very complicated and hilarious.

Korman, Gordon. **No More Dead Dogs**. Hyperion Books, 2000.  
ISBN0786805315. Life takes some unusual turns for Wallace Wallace when he has to serve detention for disagreeing with his 8<sup>th</sup> grade-reading teacher over the merits of a book with a "dead dog" ending.

Larson, Gary. **There's a Hair in My Dirt: A Worm's Story**. Harper Collins, 1999. ISBN 0060932740. The worms crawl in, the worms crawl out.

Leviathan, David. **Boy Meets Boy**. A.A. Knopf, 2003. ISBN 0375824006.  
Paul and Noah – in gay high school paradise, where the homecoming queen is also the quarterback. Queer eye for the queer guy.

Lubar, Dave. **Flip**. TOR, 2003. ISBN 0765301490.  
When Ryan and his twin sister Taylor discover disks that fell from an alien spaceship, their lives are changed forever. Each disk represents a slice of life from a legendary earthling that can transform him into that legend for a day.

Maxwell, Katie. **The Year My Life Went Down the Loo**. Dorchester Publishing, 2003. ISBN 0843953136. Emily not only has to move from Seattle to a little English village, but she also deals with school uniforms, a sketchy love interest, and a country that "still has discos!"

McManus, Patrick. **Never Cry "Arp!": and Other Great Adventures.** Henry Holt, 1996. ISBN 0805046623. Short stories that will make growing up seem hilarious.

Murphy, Mark. **House of Java.** NBM ComicsLit, 2001. ISBN 1561632023. Graphic novel about the habitués of a coffee shop in Seattle. Peek into lives of students, seniors, and newlyweds. Slice of life served up in a coffee shop.

Naylor, Phyllis Reynolds. **Outrageously Alice.** Simon & Schuster, 1997. ISBN 0689803540. Alice is sick of being just plain old Alice. She wants to be a new, totally outrageous Alice, but runs into some serious problems reinventing herself.

O'Connor, Barbara. **Fame and Glory in Freedom, Georgia.** Farrar, Straus & Giroux, 2003. ISBN 0374322589. O'Connor tells the story of Bird Weaver, who has big dreams – she wants to be noticed in her small Southern town – and go to Disney World.

Pratchett, Terry. **The Wee Free Men.** HarperCollins, 2003. ISBN 0060012366. Tiffany finds her world turned upset down by a tribe of miniature, blue wildmen who help her rescue her baby brother from the evils of fairyland.

Pratchett, Terry. **A Hat Full of Sky.** HarperCollins, 2004. ISBN 0060586605. The further adventures of Tiffany, the young witch in training, who takes on a disembodied monster with the help of the Wee Free Men and Mistress Weatherwax, the greatest witch of all times.

Rees, Douglas. **Vampire High.** Delacorte, 2003. ISBN 0385731175. Cody Elliott is a boy with a bad attitude and two choices left—Our Lady of Perpetual Homework or Vampire High! A low-brow fantasy send-up!

Rennison, Louise. **Angus, Thongs, and Full-frontal Snogging.** Harper Collins, 2000. ISBN 0060288140. Georgia has got plenty of issues, and plenty of black humor to see her through. Embarrassment that borders on sheer mortification dominates much of poor Georgia's life. Her nose is huge; her cat is nuts; and her run-ins with Robby-the-hottie seem to always go haywire.

Sedaris, David. **Naked**. Little Brown, 1998. ISBN 0316777730. Sedaris takes you to a nudist colony, to a childhood filled with nervous ticks and compulsions, and hitchhiking with his quadriplegic friend. Sedaris offers a truly original set of memoirs that give new meanings the words cynical, dry, and laugh-out-loud funny.

Sheldon, Dyan. **Confessions of a Teenage Drama Queen**. Candlewick Press, 2005. ISBN 0763628271. A move from Manhattan to the Jersey suburbs throws Mary Elizabeth's life of quirky drama into a tailspin. It'll take some real imagination to regain her old self.

Smith, Jeff. **Bone, Volume 1: Out from Boneville**. Scholastic, 2005. ISBN 0439706408. This graphic novel follows the three Bone cousins (Fone Bone, Phoney Bone, and Smiley Bone) on a journey full of wild and wonderful creatures, bringing the reader of world of fantastic art and laughter.

Strasser, Todd. **How I Created My Perfect Prom Date**. Turtleback Books, 1998. ISBN 0606134948. Can you turn your average neighbor into the perfect prom date? To make Brad jealous, Nicole's definitely willing to give it a try.

Wicks, Walter. **Walter Wick's Optical Tricks**. Scholastic, 2003. ISBN 0590222279. Not all is as it seems in the world of optical illusions.

Wrede, Patricia and Caroline Stevesmer. **Sorcery and Cecelia, or the Enchanted Chocolate Pot**. Harcourt, 2003. ISBN 0152046151. Another in the series of the Enchanted Forest Chronicles, mixing fantasy with humor.

## IN THE FUNNY PAGES: COMEDIANS, TELEVISION AND MOVIES

### FILMOGRAPHIES

#### *I'm really skittish about that OR Famous Comedy Routines*

Everything gets recycled, we are told. Comedy is no exception. These early Movie & TV Greats resonate with current artists and their routines.

"Slowly I turned" - *Gents Without Cents*, (1944) (Three Stooges), with Harry Steppe, originator. *Lost in a Harem*, (1944) (Abbott & Costello). *I Love Lucy*, (1951) (TV) (Lucille Ball), Season #1, Episode #19.

"Who's on first" - *The Naughty Nineties*, (1945) (Abbott & Costello).

"Say goodnight, Gracie" - *The George Burns & Gracie Allen Show*, (1950-1958) (TV) (George Burns & Gracie Allen). She wasn't dumb, and she wasn't (very) blond, but she set the standard.

"To the moon, Alice!" OR "How sweet it is!" - *The Honeymooners* (1955-1956) (TV) AKA *The Jackie Gleason Show* (1966-67) (TV). The Kramden and the Norton characters, both male and female, became the basis for the *Flintstones* characters.

"The mean widdle kid" - *The Red Skelton show* (1951-1971). Compare this kid with Lily Tomlin's Edith Ann from *Rowan and Martin's Laugh-In*. Also, *Edith Ann: Homeless Go Home* (1994) (TV) and *Edith Ann: A Few Pieces of the Puzzle* (1994) (TV). (His Hobo character is great, also. Compare to Robin Williams Old Man character.)

"Pick on somebody your own size, why don't you?" - *Animal Crackers* (1930) and/or *The Cocoanuts* (1929). It's The Marx Brothers. What more needs to be said?

### ***Note This - Musical Comedy***

Musical Comedy to add to your viewing pleasure. This list was culled from the Internet Movie Database ([www.imdb.com](http://www.imdb.com)) "Top 50 Musical movies by average vote." All the Romantic Musicals and Dramatic Musicals were tossed, leaving the Musical Comedies - 26 in all. It's interesting to see the progression from Unrated to R. *O Brother, Where Art Thou?* (2000) (PG-13) was not considered a musical. "They have a plan, but not a clue."

1933 Duck Soup (Unrated)  
1934 The Gay Divorcee (Unrated)  
1935 A Night at the Opera (Unrated)  
1935 Top Hat (Unrated)  
1936 Swing Time (Unrated)  
1937 A Day at the Races (Unrated)  
1942 Holiday Inn (Unrated)  
1949 On the Town (Unrated)  
1952 Singin' in the Rain (G)  
1953 The Band Wagon (Unrated)  
1955 Lady and the Tramp (G)  
1956 The Court Jester (G)  
1956 The King and I (G)  
1959 Some Like It Hot (PG)  
1962 The Music Man (G)  
1964 Mary Poppins (G)  
1964 My Fair Lady (G)  
1967 The Jungle Book (G)  
1971 Willy Wonka & the Chocolate Factory (G)  
1980 The Blues Brothers (R)  
1992 Aladdin (G)  
1994 The Lion King (G)  
1996 Waiting for Guffman (R)  
1999 South Park: Bigger Longer & Uncut (R)  
2001 Hedwig and the Angry Inch (R)  
2002 Chicago (PG-13)

## ***Marching Through Time - A Comedic Movie History***

This list was from "Top 50 Comedy movies by average vote" list found on the Internet Movie Database ([www.imdb.com](http://www.imdb.com)). Rearranged by date, rather than most votes, the list makes no attempt to limit/identify by modern movie ratings. Pick and choose at will.

1921 The Kid	1964 Dr. Strangelove
1923 Safety Last!	1967 The Graduate
1925 The Gold Rush	1973 The Sting
1927 The General	1974 Young Frankenstein
1931 City Lights	1975 Monty Python and the Holy Grail
1932 Trouble in Paradise	1977 Annie Hall
1933 Duck Soup	1979 Manhattan
1934 It Happened One Night	1983 A Christmas Story
1934 The Thin Man	1985 Back to the Future
1935 A Night at the Opera	1987 The Princess Bride
1936 Modern Times	1994 Forrest Gump
1937 La Grande illusion	1997 La Vita è bella
1938 Bringing Up Baby	1999 Toy Story 2
1939 Mr. Smith Goes to Washington	2001 Le Fabuleux destin d'Amélie Poulain
1939 La Règle du jeu	2001 Sennen joyu
1940 The Great Dictator	2001 Shrek
1940 His Girl Friday	2003 Finding Nemo
1940 The Philadelphia Story	2003 Lost in Translation
1941 The Lady Eve	2004 Eternal Sunshine of the Spotless Mind
1941 Sullivan's Travels	
1942 To Be or Not to Be	
1944 Arsenic and Old Lace	
1946 A Matter of Life and Death	
1949 Kind Hearts and Coronets	
1950 Harvey	
1951 The African Queen	
1952 Singin' in the Rain	
1953 Roman Holiday	
1959 Some Like It Hot	
1960 The Apartment	
1963 Charade	



### ***Luminaries of the Genre***

The list is from the Internet Movie Database ([www.imdb.com](http://www.imdb.com)). The database has biographies and filmographies on each. This particular list contains writers and producers. Choose one and have a Marathon Movie Meet/ Monday/Moment/Month/Day/Event (choose which suits you best).

- \* Charles Chaplin
- \* Woody Allen
- \* Groucho Marx
- \* Frank Capra
- \* Cary Grant
- \* Blake Edwards
- \* Jim Carrey
- \* Harold Ramis
- \* Mel Brooks
- \* Adam Sandler

### ***Alternate list:***

In a lesser light - List of Cartoon and Comic Pairs

This is a list from Wikipedia, the free encyclopedia ([http://en.wikipedia.org/wiki/List\\_of\\_cartoon\\_and\\_comic\\_pairs](http://en.wikipedia.org/wiki/List_of_cartoon_and_comic_pairs)) of cartoon, comic or animated characters who appear together as a pair or are pitched against each other. Some will have film collections available for a Film Festival.

- Archie and Jughead (Archie Comics)
- Asterix and Obelix (French comics characters)
- Batman and Robin (DC Comics superheroes; also adapted into other media)
- Beany & Cecil (television characters)
- Beavis and Butthead (MTV animated cartoon)
- Beauty and the Beast (various adaptations, notably the Disney animated cartoon)
- Buster Brown & Tige (comic strip creations of Richard F. Outcault)
- Calvin and Hobbes (comic strip creations of Bill Watterson)
- Cloak and Dagger (Marvel Comics superheroes)
- Charlie Brown & Snoopy (comic strip creations of Charles M. Schulz)
- Chip and Dale (Disney animated cartoons)

- Earl and Mooch (Mutts Comics, comic strip creations of Patrick McDonnell)
- Gumby and Pokey (claymation television series)
- Hawk and Dove (DC Comics superheroes)
- Hi and Lois (comic strip)
- Itchy and Scratchy (fictional animated cartoon characters in *The Simpsons*)
- Kevin and Kell (webcomic)
- Krazy and Ignatz (comic strip)
- Lady and the Tramp (Disney animated cartoon)
- Laurel & Hardy (animated cartoon based on the actors' characters)
- Lilo and Stitch (Disney animated cartoon)
- Mandrake the Magician and Lothar (comic strip magician and strong man)
- Marc Antony and Pussyfoot (characters in the Warner Bros. *Looney Tunes* and *Merrie Melodies* series of animated cartoons)
- Max and Moritz
- Morty and Ferdie Fieldmouse
- Mutt and Jeff (comic strip; creations of Harry Conway "Bud" Fisher)
- Nancy and Sluggo (comic strip creations of Ernie Bushmiller)
- The Phantom and Devil (comic hero and a mountain wolf)
- Pinky and the Brain (animated cartoon characters in Warner Bros.' *Animaniacs* and later their own series)
- Ren and Stimpy (MTV animated cartoon)
- Rocky and Bullwinkle (animated cartoon)
- Rocky and Mugsy (characters in the Warner Bros. *Looney Tunes* and *Merrie Melodies* series of animated cartoons)
- Rose and Thorn (DC Comics superhero)
- Spike the Bulldog and Chester the Terrier (characters in the Warner Bros. *Looney Tunes* and *Merrie Melodies* series of animated cartoons)
- Terry and the Pirates (comic strip)
- Thomson and Thompson (*Dupont et Dupond* in the original Belgian) (twin-like detectives in the Tintin comic series)
- Tom & Jerry (animated cartoon)
- Triangle and Robert (webcomic)
- Wallace and Gromit (claymation films; creations of Nick Park)
- Wile E. Coyote and the Roadrunner (Warner Bros. animated cartoon)

## List of comedians (unrated)

From Wikipedia: [http://en.wikipedia.org/wiki/List\\_of\\_comedians](http://en.wikipedia.org/wiki/List_of_comedians)

Definition: A comedian is one who entertains through comedy, such as jokes and other forms of humor.

Uses of the list: (1) Go to <http://www.puzzle-maker.com/CW/> OR <http://puzzlemaker.school.discovery.com/>

Create your own puzzle - crossword-style or word find-style.

(2) Find photographs of 10-15 of the comedians. Display on bulletin board or mount on poster board. Place a number next to each photograph. Create a game sheet: Name that person!

### A

- \* Bud Abbott
- \* Roger Abbott
- \* Russ Abbott
- \* Dan Aykroyd
- \* Jason Alexander
- \* Dave Allen
- \* Steve Allen
- \* Woody Allen
- \* Brian Appleton as Jilted John  
and John Shuttleworth
- \* Tom Arnold
- \* Arthur Askey
- \* Rowan Atkinson as  
Blackadder and "Mr.Bean"
- \* Dave Attell
- \* Hank Azaria

### B

- \* David Baddiel
- \* Bill Bailey
- \* Arj Barker
- \* Ronnie Barker
- \* Roseanne Barr
- \* Chris Barrie
- \* Dave Barry

- \* Alfie Bass
- \* Norman Beaton
- \* John Belushi
- \* Jack Benny
- \* Milton Berle
- \* Sandra Bernhard
- \* Victor Borge
- \* Louis Black
- \* Rory Bremner
- \* David Brenner
- \* Sacha Baron Cohen as Ali-G
- \* John Belushi
- \* Michael Bentine
- \* Jo Brand
- \* Bernard Bresslaw
- \* Jim Breuer
- \* Franny Brice
- \* A. Whitney Brown
- \* Arnold Brown
- \* Joe E. Brown
- \* Julie Brown
- \* Lenny Bruce
- \* Billy Bush

## C

- \* Eddie Cantor
- \* Drew Carey
- \* George Carlin
- \* Jim Carrey
- \* Carrot Top
- \* Jasper Carrott
- \* Frank Carson
- \* Johnny Carson
- \* Dana Carvey
- \* Cedric the Entertainer
- \* Charlie Chaplin
- \* Graham Chapman
- \* Craig Charles
- \* Dave Chappelle
- \* Chevy Chase
- \* Chipper Lowell
- \* Margaret Cho
- \* John Cleese "Monty Python"
- \* Sacha Baron Cohen aka "Ali G"
- \* Billy Connolly
- \* Steve Coogan as Alan  
Partridge and Paul Calf
- \* Peter Cook
- \* Dane Cook
- \* Tommy Cooper
- \* Ronnie Corbett
- \* Adam Corrolla
- \* Bill Cosby
- \* Mark Critch
- \* Billy Crystal
- \* Jane Curtin

## D

- \* Larry David
- \* Alan Davies
- \* Ted Danson
- \* Danny De Vito

- \* Jack Dee
- \* Ellen DeGeneres
- \* Lea DeLaria
- \* Steve Dennis
- \* Richard Digance
- \* Ken Dodd
- \* Charlie Drake

## E

- \* Adrian Edmonson
- \* Jimmy Edwards
- \* Ben Elton
- \* Harry Enfield
- \* Kenny Everett

## F

- \* Jimmy Fallon
- \* Chris Farley
- \* Marty Feldman
- \* Will Ferrell
- \* Tina Fey
- \* W.C. Fields
- \* Dave Foley
- \* Jeff Foxworthy
- \* Al Franken
- \* Stan Freberg
- \* Stephen Fry
- \* Don Ferguson

## G

- \* Gallagher
- \* Graeme Garden
- \* Janeane Garofalo
- \* Ana Gasteyer
- \* Ricky Gervais
- \* Gilbert Gottfried
- \* Whoopi Goldberg
- \* John Goodman

- \* Jack Dee
- \* Ellen DeGeneres
- \* Lea DeLaria

## H

- \* Neil Hamburger
- \* Tony Hancock
- \* Jack Handey a.k.a. Jack Handy
- \* Mike Harding
- \* Jeremy Hardy
- \* Phil Hartman
- \* Steve Harvey
- \* Goldie Hawn
- \* Sir Charles Hawtrey
- \* Charles Hawtrey  
(George Hartree)
- \* Richard Hearn
- \* Mitch Hedberg
- \* John Hegley
- \* Lenny Henry
- \* Bill Hicks
- \* Benny Hill
- \* Harry Hill
- \* Jessica Holmes
- \* Bob Hope
- \* Kenneth Horne
- \* Roy Hudd
- \* D.L. Hughley
- \* Barry Humphries

## I

- \* Armando Iannucci
- \* Eric Idle
- \* Neil Innes
- \* Eddie Izzard

## J

- \* Hattie Jacques
- \* Sidney James
- \* Cathy Jones
- \* Spike Jones
- \* Terry Jones
- \* John Junkin

## K

- \* Andy Kaufman
- \* Peter Kay
- \* Buster Keaton
- \* Jamie Kennedy
- \* Laura Kightlinger
- \* Craig Kilborn
- \* Jimmy Kimmel
- \* Sam Kinison
- \* Sid Kipper
- \* Steven Kolbert
- \* Ernie Kovacs

## L

- \* Lisa Lampanelli
- \* Nathan Lane
- \* Hugh Laurie
- \* Martin Lawrence
- \* Denis Leary
- \* John Leguizamo
- \* Tom Lehrer
- \* Jay Leno
- \* David Letterman
- \* Jerry Lewis
- \* Julia Louis-Dreyfus
- \* The Great LukeSki

## M

- \* Bernie Mac
- \* Kevin MacDonald
- \* Norm MacDonald
- \* Shaun Majumder
- \* Ralphie May
- \* Rik Mayall
- \* Pigmeat Markham
- \* Betty Marsden
- \* Steve Martin
- \* Groucho Marx
- \* Bruce McCulloch
- \* Roger McGough
- \* Mark McKinney
- \* Tim Meadows
- \* Rick Mercer
- \* Paul Merton
- \* Dennis Miller
- \* Max Miller
- \* Spike Milligan
- \* Colin Mochrie
- \* Jay Mohr
- \* Bob Monkhouse
- \* Dudley Moore
- \* Dylan Moran
- \* Rick Moranis
- \* Dermot Morgan
- \* John Morgan
- \* Tracy Morgan
- \* Chris Morris
- \* Garrett Morris
- \* Richard Murdoch
- \* Eddie Murphy
- \* Bill Murray
- \* Mike Myers

## N

- \* Kevin Nealon
- \* Bob Newhart
- \* Laraine Newman
- \* Rob Newman
- \* Don Novello

## O

- \* Conan O'Brien
- \* Ardal O'Hanlon
- \* Ed O'Neil
- \* Bill Oddie
- \* Cheri Oteri

## P

- \* Frankie Pace
- \* Michael Palin
- \* Trey Parker
- \* Joe Pasquale
- \* Emo Philips (
- \* Nigel Planer
- \* Paula Poundstone
- \* Freddie Prinze
- \* Greg Proops
- \* Richard Pryor
- \* Hugh Punt

## Q

- \* Randy Quaid
- \* Colin Quinn

## R

- \* Gilda Radner
- \* Ted Ray
- \* Al Read
- \* Vic Reeves
- \* Brian Regan

- \* Michael Richards
- \* Tony Robinson
- \* Chris Rock
- \* Henry Rollins
- \* Roseanne
- \* Rita Rudner
- \* William Rushton
- \* Will Rogers
- \* Mark Russell

## **S**

- \* Adam Sandler
- \* Martin Sargent
- \* Garry Shandling
- \* Alexei Sayle
- \* Art Paul Schlosser
- \* Harald Schmidt
- \* Rob Schneider
- \* Harry Secombe
- \* Jerry Seinfeld
- \* Peter Sellers "Pink Panther"
- \* Paul Shaffer
- \* Molly Shannon
- \* Harry Shearer
- \* Martin Short
- \* Rob Smigel
- \* Linda Smith
- \* David Spade
- \* Vivian Stanshall
- \* Mark Steel
- \* Pamela Stephenson
- \* Jon Stewart
- \* Ben Stiller
- \* Matt Stone
- \* Jolene Sugarbaker
- \* Julia Sweeney
- \* Eric Sykes
- \* Wanda Sykes

## **T**

- \* Dave Thomas
- \* Mark Thomas
- \* Greg Thomey
- \* Scott Thompson
- \* Tommy Tiernan
- \* Lily Tomlin
- \* Barry Took
- \* Ben Turpin

## **U**

- \* Tracey Ullman
- \* Stanley Unwin

## **V**

- \* Johnny Vegas
- \* Colin Van Benga
- \* Thomas Vitale
- \* Don Vitale

## **W**

- \* Christopher Walken
- \* Max Wall
- \* Mary Walsh
- \* Damon Wayans
- \* Keenan Ivory Wayans
- \* Morgan Webb
- \* Paul Whitehouse
- \* June Whitfield
- \* Kenneth Williams
- \* Robin Williams
- \* Norman Wisdom
- \* Victoria Wood
- \* Steven Wright

## **Y**

- \* Weird Al Yankovic
- \* Gina Yashere

## MARKETING AND PUBLIC RELATIONS

One of the most important things to remember when promoting programming for teens is that you have to go directly to them in order to get them interested. Careful thought must be given to where they “hang out”, not just physically, but metaphorically. They “hang” in chat rooms and on certain sites on the Internet. They listen to specific types of music, but have different tastes, so there may be several FM stations that are popular. They do NOT listen to AM stations. They watch only the “cool” channels on the TV like the “Comedy Channel” and “FOX”; most local television stations are NOT what they watch.

Try posting information at the middle and high schools, ball parks, Karate studios, favorite eating hangouts, and the movie theatre. If possible ask the local school superintendent’s office how many students are enrolled and ask permission to send home materials. Keep in mind that timing is crucial; too early they may get thrown away and forgotten, too late and they may not be handed out at all. Ask the local radio studios if they will do promos with the teens themselves recording the message. If so, then recruit some reliable teens to rehearse and record the promo.

Do make sure the newspapers are aware of the activities at your library and suggest that they participate in some way. The local papers might even be interested in a regular feature if there is anyone on the staff or any reliable teen that could provide articles. They may also allow you to send out flyers in the paper. Or, if there is a local coupon mailer find out if they will let you advertise in their mailings. And be sure to keep an updated Web page for your library. This is a must if you have the capability. Create a separate site from the other children’s activities for teens. Teens want to feel independent.

If you produce a calendar of library activities highlight the teen activities so that they are noticeable. Bookmarks are a great way to advertise, but remember to list a contact person and number for patrons to call if they have questions.

And talk, talk, talk about it! Everywhere you go tell people what you are doing.



## MARKETING AND P.R.: WORKING WITH SCHOOLS

Teens need to feel that they can relate to the adults with whom they are in contact. For any programming at the library to be successful the students need to know ahead of time just what they will encounter. They are skeptical and suspicious by nature. An excellent way to relieve their anxiety is to meet them on their own "turf". Booktalking is one way that the librarian can approach them and it is an excellent way to introduce the summer program. Make plans well in advance though, because the end of the school year is full of last minute catching up and testing.

Get to know the School Media Specialists in the area. They can do the promoting for you. Try inviting them to "tea" at the library and let them know what is going on. Or send them letters asking for their support and ideas. Involve them in the activities as volunteers if you can. This is another excellent way to help the teens feel comfortable, by having a familiar face available. Point out that it is beneficial to both the public library and the school library to support each other's efforts. But be sure to reciprocate in some way during the school year.

If the schools have their own Web sites ask them if they will advertise the program for you. Find out if the area schools have a PTA newsletter. They may be willing to let you submit an announcement. And try to get an invitation to the PTA meetings at the end of the school year in order to make a pitch to the parents. These are also "plan well in advance" ideas because of band and choral concerts, etc.

Sometimes schools make community announcements in the morning over their intercom systems. Ask the principals if they will announce the summer programs the last week of school, or if they will let you or a trusted student announce them. Also, check and see if they have bulletin board space that they will let you decorate.

Most of all try to be visible at the schools as a volunteer whenever possible, even if you don't have children of your own enrolled. The kids need to see you as much as possible and this gives you the perfect opportunity to talk about what you are doing.

## MARKETING AND P.R.: WORKING WITH THE MEDIA

One of the most efficient ways of providing program information to the media is to prepare a basic fact sheet about your summer activities. You can then include it with other specific news releases. Here are some basic items to include in your fact sheet:

- ~ Your name and telephone number as the contact person
- ~ The program's theme and purpose, with emphasis on reading for pleasure
- ~ The schedule for registration
- ~ The variety of activities planned for different age groups
- ~ The schedule for guest performers
- ~ The availability of incentive awards, if used

Be aware of opportunities such as these to enhance media coverage in the library:

- ~ Invite media personalities and well-known community leaders to participate in summer program events as judges, presenters of awards, or speakers. Use their presence to call attention to the library as a whole, not just to summer activities for children.
- ~ Make the media aware well in advance if your kickoff event or finale is to be newsworthy.
- ~ Use the media to publicly recognize all local businesses, organizations, and individuals that contribute to the summer program.
- ~ Use the media to publicly recognize volunteers of all ages who assist with various facets of your program.

~ Provide the media with a post-program report with statistics on participation, information about community groups that cooperated in making the program a success, and information about library programs planned for the fall.

## Sample PSAs

For further information, please call:

Name/Title

Organization

Phone Number

Start: (date)      Kill: (date)

Public Service Announcement / 10 seconds

Giggles, chuckles and laughter will be coming from the (library name here) Library this summer. READiculous starts on (date). Teens ages (age range) are invited to join the fun! For more information, call (phone number).

Public Service Announcement / 30 seconds

School's out, so head for the (library name here) Library. READiculous is the theme for this year's Teen Summer Reading Program. Join us for a summer of crazy crafts, zany skits, silly jokes, and barrels of laughs. It's free, and it's just for teens. Programs start on (date). Visit (library name) or call (phone number) to join the fun.

## ADA Statement

If you require hearing interpreters or auxiliary aids in order to attend and participate in library programs, please contact the library at least 72 hours prior to a scheduled program.

(Note: Bold 14 pt. type required for ADA statement)

## Sample Press Release

Contact: (Your name and phone number)

Date:

Hey kids! For some rib-tickling, knee-slapping laughs this summer, visit (your library's name here) and join the 2005 Teen Summer Reading Program, READiculous.

Loads of activities and special events will be part of the fun. (List some program specifics here.) All teens (specify ages if age restrictions apply) are invited to participate. Registration begins on (date).

The annual Teen Summer Reading Program is part of a five-state collaborative effort to promote reading for fun. Local sponsors include: (List sponsors).

"Studies show that voluntary reading is the best way to establish good reading habits in children and teens. This is best accomplished when kids get to choose their own books from a wide variety of selections, such as that available at the public library," said (your name here), Youth Services Librarian.

The statewide Summer Reading Program is a growing, annual event that reaches thousands of (your state) children and teens each year. For more information, phone or visit your library.

Library Name

Library Address

Library Phone Number

Library Web Address

# Quick Guidelines for Flyer Design

## Less is more

Use only one or two pieces of clip art/graphics ~ and ones done in the same style ~ to keep the flyer from looking cluttered.

Coordinating the colors used on the flyer helps to create a unified look.

Each picture, paragraph, and block of text should be treated as an “object” to be placed on the page ~ be aware of the balance between these objects and the blank space in which they sit.

## Drawing the reader’s eye

Be aware of how the reader’s eye will move through the flyer.

Have a main object that centers the whole flyer. This will be what draws the reader’s attention (and hopefully communicates the main idea you are trying to express).

## Fonts

Use only one or two fonts on your flyer.

If you use multiple fonts, choose contrasting ones (thick with thin, serif with sans serif, decorative with plain, etc.)

Avoid ALL CAPS ~ it’s more difficult to read than standard type.

Use easy-to-read fonts for most of your text. Decorative fonts are good for drop caps (oversized first letter of a paragraph) but are difficult to read when used for whole words.

# LIBRARIES AND TEENS

## Serving the Underserved: Teens in Your Library

### Introduction

If you are just getting started with serving teens in the library, you need to reflect on the fact that the entire teen population (ages 12-18) experiences 100% turnover every seven years. And, if you divide teens into younger (12-15) and older (16-18) groups, there is 100% turnover every 3.5 years. What does this mean in terms of serving teens?

Well, for one thing, the entire teen culture is a rapidly changing moving target. It takes a lot of effort to keep up with the changing needs and interests of teens. How can one youth services librarian possibly know all the ins and outs of this fascinating and sometimes frustrating service population? It is not easy!

In addition, teens have certain developmental needs that are quite different from those of children. If the task of adolescence is to grow into adulthood, it seems obvious that teens must be allowed to practice adult behaviors in a non-competitive, positive environment, so that they will be able to function independently as adults when the time comes. School is often not the place where teens can do this. The pressure to make grades, and a competitive environment often make school a stressful place. Teens need other places in the community that can offer them the chance to make a real contribution. A place where at the same time they can learn the tasks of adulthood- being responsible, planning projects, learning to take care of themselves and others, find out about making choices and the natural outcome of certain choices. The library can be one of these places.

### Why Ask Why?

Why should libraries be concerned about serving teens? Teens coming of age in the two decades after the mid-1980's — a. k. a., Generation Y — will form the largest population boom in recent history. This teen boom will peak in 2010, cresting at 30.8 million teens, which is 900,000 higher than the baby-boomer high water mark. These teens will not have known life without a computer. They will be interconnected globally through satellites, videos, and computers. They will be in almost constant contact with each other electronically — meeting, flirting, and exchanging ideas. The way they acquire information will change from a top-down model such as the traditional broadcast media to a more active consumer-driven model. They will participate in inquiring, investigating, and critiquing information that they find themselves online. Information will not be static, and libraries will not be seen as the place to find it. There will be a constant flow of images, text, and sounds and the electronic media will become a generator of style.

Libraries need to find ways to appeal to this new generation of net users, and offer them something of value. If teens go online to socialize and to find information, how can libraries build relationships with teens who will be the adults and taxpayers of tomorrow?

A good place for libraries to start to build relationships with teens is by offering them the opportunity to make a difference in their community and to acquire the skills that they need to become successful adults.

Teens who know their libraries and are appreciated as valued members of the library volunteer team will see the library as an important place in the community. And the library will benefit from their enthusiasm and energy.

### **Assets-Based Healthy Youth Development**

The Search Institute in Minneapolis provides a research-based framework for communities to use in planning programs and services that assist young people in acquiring the skills, attitudes, and knowledge to make a successful transition into adulthood. This framework is their list of 40 Developmental Assets, which they have characterized as the “building blocks of healthy development that help young people grow up healthy, caring, and responsible.”

The 40 Developmental Assets list is the result of interviews with several thousand teens, to determine what factors were the most influential in their lives in both positive and negative ways. This practical research has greatly benefited our understanding of youth development.

In the Assets list, under the heading of “Empowerment” are listed three assets that relate directly to a library summer volunteer program for teens. They are:

- Community Values Youth: Young people in the community perceive that adults in the community value them;
- Youth As Resources: Young people are given useful roles in the community; and
- Service to Others: Young person serves in the community for one hour or more per week.

These are not the only assets that libraries can help to foster among our young patrons. The complete list of Assets on the following page covers such things as creative activities, youth programs, adult role models, and positive peer influence.

For additional information, you may wish to visit [www.search-institute.org](http://www.search-institute.org). And the YALSA publication New Directions for Library Service to Young Adults (ALA, 2002) addresses assets-based library services in a comprehensive way and is highly recommended.

# 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

<u>Category</u>	<u>Asset Name and Definition</u>
<b>Support</b>	<p><b>1. Family Support</b>-Family life provides high levels of love and support.</p> <p><b>2. Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p><b>3. Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</p> <p><b>4. Caring Neighborhood</b>-Young person experiences caring neighbors.</p> <p><b>5. Caring School Climate</b>-School provides a caring, encouraging environment.</p> <p><b>6. Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</p>
<b>Empowerment</b>	<p><b>7. Community Values Youth</b>-Young person perceives that adults in the community value youth.</p> <p><b>8. Youth as Resources</b>-Young people are given useful roles in the community.</p> <p><b>9. Service to Others</b>-Young person serves in the community one hour or more per week.</p> <p><b>10. Safety</b>-Young person feels safe at home, school, and in the neighborhood.</p>
<b>Boundaries &amp; Expectations</b>	<p><b>11. Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p><b>12. School Boundaries</b>-School provides clear rules and consequences.</p> <p><b>13. Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</p> <p><b>14. Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</p> <p><b>15. Positive Peer Influence</b>-Young person's best friends model responsible behavior.</p> <p><b>16. High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</p>
<b>Constructive Use of Time</b>	<p><b>17. Creative Activities</b>-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p><b>18. Youth Programs</b>-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p><b>19. Religious Community</b>-Young person spends one or more hours per week in activities in a religious institution.</p> <p><b>20. Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>



<b>Commitment to Learning</b>	<p><b>21. Achievement Motivation</b>-Young person is motivated to do well in school.</p> <p><b>22. School Engagement</b>-Young person is actively engaged in learning.</p> <p><b>23. Homework</b>-Young person reports doing at least one hour of homework every school day.</p> <p><b>24. Bonding to School</b>-Young person cares about her or his school.</p> <p><b>25. Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</p>
<b>Positive Values</b>	<p><b>26. Caring</b>-Young person places high value on helping other people.</p> <p><b>27. Equality and Social Justice</b>-Young person places high value on promoting equality and reducing hunger and poverty.</p> <p><b>28. Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</p> <p><b>29. Honesty</b>-Young person "tells the truth even when it is not easy."</p> <p><b>30. Responsibility</b>-Young person accepts and takes personal responsibility.</p> <p><b>31. Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
<b>Social Competencies</b>	<p><b>32. Planning and Decision Making</b>-Young person knows how to plan ahead and make choices.</p> <p><b>33. Interpersonal Competence</b>-Young person has empathy, sensitivity, and friendship skills.</p> <p><b>34. Cultural Competence</b>-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p><b>35. Resistance Skills</b>-Young person can resist negative peer pressure and dangerous situations.</p> <p><b>36. Peaceful Conflict Resolution</b>-Young person seeks to resolve conflict nonviolently.</p>
<b>Positive Identity</b>	<p><b>37. Personal Power</b>-Young person feels he or she has control over "things that happen to me."</p> <p><b>38. Self-Esteem</b>-Young person reports having a high self-esteem.</p> <p><b>39. Sense of Purpose</b>-Young person reports that "my life has a purpose."</p> <p><b>40. Positive View of Personal Future</b>-Young person is optimistic about her or his personal future.</p>

This page may be reproduced for educational, noncommercial use only.

Copyright 2004 by Search Institute, 615 First Ave NE Suite 125, Minneapolis, NM 55413, 800-888-7828; [www.serach-institute.org](http://www.serach-institute.org).

## The Seven Developmental Needs of Teens

Research in the field of adolescent development has identified the following seven developmental needs of teens.

1. **Physical Activity:** Teens alternate between periods of boundless energy and dreamy lethargy. Growing bodies need time to move and to relax.
2. **Competence and Achievement:** Teens are self conscious about themselves and need to do something well, for which they can receive the admiration of others and feel good about their abilities.
3. **Self-Definition:** Teens need opportunities to explore a widening world and reflect upon how new knowledge and experiences can be incorporated into how they see themselves and their role in life.
4. **Creative Expression:** Teens need to be able to express new feelings and interests, which help them to understand and accept themselves and others.
5. **Positive Social Interaction With Peers and Adults:** Teens need the support, companionship and constructive criticism of others; caring relationships with adults other than parents are very important.
6. **Structure and Clear Limits:** Teens must know and understand the rules of the system; their search for security is helped by boundaries, even as they rebel and try to find their own internal structure.
7. **Meaningful Participation:** Teens need to express social and intellectual skills; cognitive development is at the second highest level of life, after early childhood; they need to gain responsibility that comes with new knowledge.

The research about assets-based programming clearly indicates that youth participation is the best way to connect with and serve teens.

When teens participate in planning and implementing a program, they are given the opportunity to be creative, to learn about decision making, and to have the satisfaction of knowing that they have made a significant contribution to the library. Teens are curious and want to be able to excel at something, yet many don't have the self-confidence or the opportunity to do so. Typically, a teen's day is filled with academic activities and other school activities, at which they are constantly being judged against their peers. Many teens fall short. A library youth participation program can help to build self-assurance and confidence in a non-competitive environment that is nurturing to all teens.

### **Youth Participation: Questions and Answers**

#### What is Youth Participation?

Here are two definitions.

1. A library activity that is designed to enlist the participation of teenagers in a significant role as decision-makers, planner, presenter, or contributors.
2. Involvement of young adults ages 12 to 18 in responsible action and significant services for their peers and the community.

#### What are some of the benefits of youth participation?

- Provide teens in the community with a positive activity attend after school or during other free time.
- Builds positive assets such as self-esteem, confidence, serving others.
- Opportunities for teens to learn about planning, budgeting, teamwork.
- Improve teens ability to communicate.
- Provide a safe environment for teens to learn and grow.
- Create a non-competitive environment for teens to learn and grow.

### What are some pitfalls of youth participation?

1. Teens may not know how to work within a formal decision making process; they may find it tedious. You may need to do some training with them so they understand how it works.
2. Insufficient knowledge about certain matters requiring decisions; you will have to let them know about library policies regarding programs and services for example.
3. You may not want to share power, especially if you think they are making a bad choice. Maybe you don't want a battle of the bands; you know that you will have to do a lot of the work, so your ownership and power increases relative to theirs. Learn to give up some of your authority.
4. You and the library must make a commitment to spend the time and effort and develop the skill needed to make your YP program a success.
5. YP doesn't mean complete freedom—the trick is to provide some structure, and yet enough freedom for teens to be creative and learn from their mistakes. This balance is very important. It is a good idea to have some written bylaws, so the teens know what is expected of them. Teens should develop the bylaws, with a model provided by you.

### How do I get started?

1. Decide on what kind of program do you wish to have. Some possibilities are:

**Teen Council:** Gives advice on many different issues and plans programs; may assist with book selection, room decor, policies, and many other issues.

**Advantages:** Gives teens the widest range of activity on many different aspects of library service, but requires a high level of planning. Will be of interest to teens with diverse interests and skills, as the activities are varied.

**Programmers:** Plans and helps to implement programs, including publicizing, hosting, and evaluating.

**Advantages:** Teens are much better at determining what their interests are than youth services staff; word of mouth is the best advertising and if teens have a stake in programs, they will tell their friends.

**Reader/Reviewers:** Read books together or on their own, and discuss as a group, make recommendations for other teens through newsletters, displays, other printed materials; or read on their own and discuss.

**Advantages:** Will provide much insight to the youth staff on what teens are reading, their likes and dislikes; will help library do a better job of selecting and promoting books for teens.

**Technology Council/Group:** Can help to evaluate websites, develop a library website for teens; train others in the community on using technology.

**Advantages:** Many teens are naturally technology savvy and again can really help to determine how to serve young people through technology; they will need good training in order to help others, and oversight.

2. You will need to recruit members.

Send a letter to school principals, put flyers in the library, and send letters to kids who have participated in the summer reading program as sixth graders. Send notices to other youth groups in the community, such as the YMCA, churches and so on.

3. How to get started:

You may wish to begin by having a food event (always popular with teens!) and invite the teens who have signed up for your programs in the past. Give everyone a chance to talk; use an icebreaker but keep it relatively impersonal, so the teens don't feel too vulnerable in front of people they don't know. Describe the focus of the group and do some brainstorming of ideas, so they get a chance to make a contribution at the first meeting. Distribute copies of possible ideas, and engage the teens in a discussion about the direction of the group.

Set up a schedule of meetings; for the first few meetings you might want to call the day before to remind them about it; for teens, phone messages work better than written notices which they might lose.

Have an idea of how to make a decision if the group is divided. Be sure to explain what you see as their time commitment and how meetings will be structured in order to get the program off the ground. A time line is also helpful.

For programs, make sure everyone has a task and that the tasks are legitimate and well understood. You may need to work with teens one on one or in small groups — teens doing publicity, teens working on refreshments, and so on.

If this seems too daunting, go ahead and do some of this decision making and planning on your own. But try to find ways to get the teens involved.

## **Guidelines for Youth Participation in Library Decision Making**

### **WHAT:**

Youth participation in libraries is involvement of young adults in responsible action and significant decision making which affects the design and delivery of library and information services for their peers and the community.

### **WHY:**

Youth participation in library decision making is important as a means of achieving more responsive and effective library and information service for this age group. It is even more important as an experience through which young adults can enhance their learning, personal development, citizenship, and transition to adulthood.

### **HOW:**

Youth participation in library decision making requires that adults (librarians, administrators, members of governing and advisory bodies) recognize that young adults can make a positive contribution, and that adults respect the right of young adults to participate in decisions on matters that affect them.

Projects involving youth should have the following characteristics:

- be centered on issues of real interest and concern to youth
- have the potential to benefit people other than those directly involved
- allow for youth input from the planning stage forward
- focus on some specific, doable tasks
- receive adult support and guidance, but avoid adult domination
- allow for learning and development of leadership and group work skills
- contain opportunities for training and for discussion of progress made and problems encountered
- give evidence of youth decisions being implemented
- avoid exploitation of youth for work which benefits the agency rather than the young adults
- seek to recruit new participants on a regular basis
- plan for staff time, funds, administrative support, transportation, etc., before launching project
- show promise of being an ongoing, long-term activity

## **Youth Participation Checklist**

### **Planning**

What is the need, problem, or situation to be addressed?

What is already available at the library?

What is already available in the community?

### **Getting Started**

What will be the project's goals?

What will be the project's approach to meeting the need?

How is the community informed and involved?

What resources are needed? (Consider people, materials, space, time, and money)

How will evaluation take place?

### **The Adult Facilitator**

Is there an effective adult to facilitate the project?

Do participants receive adult support and guidance?

Do participants retain decision-making responsibility?

### **Recruitment and Training**

What is the plan for initial and ongoing recruitment?

What is the plan for orientation of new members?

What is the plan for ongoing training for members?

### **Getting Along**

Do participants get satisfaction from their involvement?

Are there specific, doable tasks?

What are the standards for performance?

Are the program goals being met?

Adapted from *Serving the Underserved: Customer Services for Young Adults*  
by Mary K. Chelton, ALA Publications, 1994 .

## Tips for Successful Youth Participation

1. **Time and Day:** Have meetings at a time when most kids can come. You may wish to change your meeting time after your first meeting.
2. **Frequency:** Meet frequently enough to hold the interests of the kids and to keep projects going. Print and distribute a schedule and try to stick to it.
3. **Reminders:** Teens are forgetful and papers get lost. Phone messages are part of their culture — use the phone! Call the night before a meeting.
4. **Record Keeping:** Have a sign-in system to keep track of attendance. You can drop those that don't show according to your bylaws. Also needed for your program statistics and evaluation.
5. **Goals:** Guide your group with some written goals that will help keep the group focused. Kids need to develop these with your assistance. Have small goals and large goals: Big events and activities that can be finished in a single meeting.
6. **Mailing List:** Be sure you have a mailing list so you can send information in written form when it is necessary.
7. **Rules:** Kids need to develop rules about membership, speaking in meetings, and participation — can be part of the bylaws.
8. **Incentives:** Food, food, food! Also nice, to have them design a logo and make T-shirts. Play games and give lots of small prizes. Keep it fun!
9. **Parents:** Keep parents informed about the group and how it works. Send a letter to parents shortly after the group takes hold to let them know what's happening.
10. **End of Year:** Have a year-end party, which can be combined with a special event. Kids can decide on format and menu, but have some choices ready. Give out awards to everyone.



## Checklist for a Good Adult Facilitator

*From members of the Spokane Washington Public Library's Young Adult Advisory Committee: qualities they want in a young adult advisor.*

- ♦ Likes young people and is comfortable working with them.
- ♦ Is a good listener — and a good communicator.
- ♦ Understands adolescent development — knows why we think and act the way we do.
- ♦ Is in touch with concerns, interests, activities, and materials and comfortable dealing with sensitive issues.
- ♦ Values young people as individuals. Doesn't prejudge by age or appearance.
- ♦ Recognizes that young people's needs have the same priority as an adult's. Equal treatment.
- ♦ Is open-minded and non-judgmental. Respects differences in opinions, attitudes, values, and lifestyles.
- ♦ Is fair, consistent, and trustworthy. Set reasonable limits, doesn't break promises.
- ♦ Is honest with self and others. Can admit mistakes or weaknesses.
- ♦ Is flexible and open to suggestion. Does not feel the need to control others.
- ♦ Is accessible, approachable and helpful. Creates a friendly atmosphere.
- ♦ Has a sense of humor, and lots of patience.
- ♦ Has a knack for remembering names and faces.
- ♦ Is willing to share personal interests, feelings, and ideas.
- ♦ Takes good care of himself and has lots of energy.
- ♦ Works for better circumstances and privileges for young people in all areas.

## Youth Participation Ideas – A Learning Exercise

Look over the 40 assets and the 7 developmental needs, and see which of these ideas would have the most value for teens. Why are some better than others? Which ones could you easily incorporate into your summer program?

1. Send in reviews for monthly book review newsletter produced by the library.
2. Make flyers and other publicity to advertise library programs.
3. Create and present a puppet show for younger children.
4. Create and maintain a bulletin board in the YA area of the library.
5. Participate in a book buddy program — reading to younger children.
6. Plan a monthly coffee house with open mike for poetry and readings.
7. Offer a suggestion box in teen section of library.
8. Serve and clean up after a family event.
9. Provide technology assistance one-on-one with older patrons.
10. Evaluate web sites and select teen links for library home page.
11. Learn tie-dying and make a t-shirt to take home.
12. Record keeping for children's summer reading program.
13. Judge summer reading talent show or other contest.
14. Participate in a fundraising read-a-thon for a YA library program.
15. Vote on top ten favorite YA books, for a middle school booklist.
16. Participate in a focus group on library services for teens.
17. Vote on posters and other decorations for the teen section of the library.
18. Help to design and create a teen referral web site for the community.
19. Serve as homework tutors for after school homework station.
20. Receive training and interview seniors in community for a library oral history project.

## **Building A Program — An Outline For Teen-Planned Programs**

- I. Deciding on Program
  - A. Put together program committee.
  - B. Scan teen magazines for hot topics that might translate into program.
  - C. Get input from many young adults at the library — including pages.
  - D. Look on the web pages for program ideas.
  - E. Consider resources available in your community.
    1. Youth Related Businesses
    2. Youth Service Agencies
    3. Local Celebrities
    4. Cultural Agencies
    5. Visit or talk with other libraries to find out what they are doing.
- II. Funding
  - A. Figure cost of program.
    1. Publicity
    2. Speaker or guest fee
    3. Supplies
    4. Food
    5. Staffing cost — budget
  - B. Consider funding sources and choose the best option.
    1. Friends of the Library
    2. Teen fund raiser, read-a-thon, etc.
    3. Donations from local businesses or individuals
    4. Program budget
  - C. Contact your source and make monetary arrangements.
- III. Date, time, and place for program
  - A. Check local listings to ensure that you are not scheduling a program on a day that other things are going on in your community.
  - B. Consider your population — What nights are busy with other activities?
  - C. Check with your guest speaker, if you are having one.
  - D. Make sure you have made room arrangements.
  - E. Set program starting time and ending time.
- IV. Program Registration
  - A. Maximum number of attendees.
  - B. Set beginning date for registration. Set cut-off date. Be sure to allow yourself enough time to purchase supplies, get ready, etc.
  - C. Program sign-up sheet.
    1. Include name of program, date, time, and place of program, brief description of program, and maximum number of attendees.
    2. Sign-up sheet should include space for name and phone number of attendees.

- V.       Publicity
  - A. Press release to local newspaper, school newspaper, radio, TV. etc. (Checklist)
  - B. Flyers at library and around town.
    - 1. Determine number of flyers. Get printed. Set some out in library.
    - 2. Give flyers to teen committee to place in spots where teens tend to congregate.
    - 3. Hand flyers to kids who might be interested or to parents who might like their teens to attend. Tell them about the program as you hand them the flyer. Be enthusiastic, point out something that might be particularly fun or interesting. Have your circulation department give young adults a flyer when they are checking out books.
    - 4. Mail flyers to young adults who have been involved in summer reading programs or other library programs. Mail flyers to Girl Scout leaders, etc.
  - C. Make sure library staff is informed of program and ask them to help promote it.
- VI.       Pre-program details
  - A. Room set-up arrangements
  - B. Equipment
  - C. Supplies
  - D. Refreshments
  - E. Sign-in sheet, pencils, evaluation forms, flyers for next program
  - F. Speaker's check
- VII.      Program Day
  - A. Have committee arrive one hour before the program.
  - B. Have list of tasks.
  - C. Be enthusiastic. Greet kids at door. Let them know you are glad they came.
  - D. Sign-in sheet with space for name, address, and phone number of attendee.
  - E. Run program.
  - F. Snacks
  - G. Tell of upcoming programs, good books to read, etc. Pass out flyers of upcoming activities.
  - H. Evaluation forms/Hand out forms
  - I. Clean up
  - J. Talk to teens. Tell them what's coming up.
  - K. Review program and debrief, what went well, etc.

## **Teen Assets in Action**

### **A Sampling of Programs from Libraries**

#### **Chesapeake Virginia Teen Advisory Group (TAG)**

A TAG member who is also a Spanish Club member organized teens to present a Cinco de Mayo program at the library. They read a story to the children in English and Spanish, taught them numbers and colors in Spanish via a song that they made up themselves, made a piñata, and taught the children to do the Macarena. Then they fed them tacos. The TAG also created a design for a neon sign in the teen section which they named Teen Scene. For teen mystery night the TAG designed the setting, acted out the parts and led the “detectives” around the crime scenes.

#### **Dayton Ohio Metropolitan Library**

A teen who is a member of the teen anime advisory group designed the poster for the teen summer reading program, “Let’s Roll Out and Read.” The teens have come up with program ideas based on the theme, such as decorating t-shirts with tire treads, “Rollo Bingo” with edible candy markers, a program featuring a female drag-racer, and a party on a truck bed.

#### **Upper Darby Sellers Library, Pennsylvania**

This summer a group blog for teens and librarians will be initiated. Any blogs that are related to the library will be accepted: events teens attend, great ideas for future events, comments on library materials, a wish list of library materials, or whatever. Teens can also comment on the posts of others. (No rude comments or inappropriate posts—they will be removed.)

#### **Norfolk Public Library Virginia**

Teens completely designed and led a school-year based reading club for younger children; selecting the books, designing bookplates and flyers, and coordinating the weekend club activities. Teens also learned how to use the data that they collected to evaluate the program. Teens also participate in many service projects, such as packaging and delivering “Baby’s First Book” to mothers at Sentara Norfolk General Hospital; collecting canned food during Thanksgiving; and presenting a reader’s theatre program each year as part of the festivities during the Azalea Festival.

#### **Petersburg Public Library, Virginia**

This summer the library is teaming with the city recreation department summer camps on a book club for girls ages 11 and 12 (there is also a junior group) that will meet weekly at the library. The first session featured a local author who spoke on writing, and the girls were each given a journal to keep over the summer. Each week, in addition to reading, they will be encouraged to do their journaling and share entries if desired. Next year the library hopes to begin a boys’ book club.

Jefferson-Madison Regional Library, Virginia

Cheap Thrills is the summer reading club for teens. A component of the program is the Cheap Chat Review. Any Cheap Thrills participant can write a review for publication. Cheap Chat reviews are entered into drawings for prizes at each branch library.

Roanoke Public Library, Virginia

Sponsored a Get Graphics Computer Camp for ages 12-17, in which teens learned how to create flyers and design a t-shirt with Microsoft Publisher, and how to create a presentation on Power Point using clip art and animation.

When trying to reach teens, push the envelope and lose the staid prose, as these samples show....

“Can the art of juggling affect the course of Cosmic history? Come and discover for yourself! Join Mercury Morningstar and his merry band of colleagues from the PanGalactic Flow Fellowship and...Surf the Transtemporal Vortex (in other words, juggle).”

“Need a wallet? A tie? How about some flip-flops? Join us as we explore the many possibilities that nature never intended for one of its most valuable substances: duct tape. It’s not just for dads anymore!”

## **Teen Volunteer Programs**

Volunteer programs for teens fit into the framework for healthy youth development known as the 40 Developmental Assets. And, a volunteer program is an easy way to begin to incorporate a youth participation model into your library summer program.

Many teens, ages 11-18, do not want to attend “library programs” — yet these same teens will become active participants in a teen volunteer program. At the end of this section is a prototype teen volunteer program called Book Buddies, which was developed at the Brooklyn Public Library. It contains all of the information that you need to have your own teen volunteer program during the summer.

Although most programs are available to middle and high school students, those who usually volunteer are 7<sup>th</sup> to 9<sup>th</sup> grade young people. Many of the most active and successful volunteers are not regular library patrons, but young people who are not natural readers or library visitors. All teen volunteer programs require effort, but the rewards are great. **TEENS DO PARTICIPATE!**

## **The Purpose of a Teen Volunteer Program**

### **For the Teens**

A well-run teen volunteer program provides its participants with a sense of value and self confidence. We are depending on them and have faith in their ability. If the teens are

working with young children, they realize they are mentors and role models. Teens also learn library skills and are surprised to discover the library is a fun place to visit.

The program also serves as a first job experience. The teens develop a sense of responsibility and professionalism necessary in a “real” job. The teens may later use the library as a reference for job, scholarship, or college applications.

### **For the Library**

As a side benefit, teens can supply additional labor. However, do not exploit teens. Make sure your program is offering them real opportunities for growth. A successful teen volunteer program also expands the library’s role as a community partner by providing leadership to an often underserved segment of our population.

### **Promoting a Teen Volunteer Program**

The most effective way to promote a teen volunteer program is during book talking visits to middle and high schools. Students will be excited by your enthusiastic description of the program. These visits can be anytime during the school year — students will remember. Shortly before your registration, flyers should be distributed to school librarians as well as posted in the library and other places populated by teens. Newspaper articles describing your program will be noticed by parents looking for summer opportunities for their teens. After the first year, most successful teen programs have more volunteers than they can accommodate.

### **Training for Teen Volunteers**

Smaller programs may conduct individual “job interviews” for those applying to be teen volunteers. These provide an opportunity for the staff to meet and evaluate the abilities of each volunteer. As your program grows, this opportunity must often be sacrificed.

Many large programs have teen volunteer workshops. These workshops provide the staff an opportunity to explain the program and what is expected of the teens. It is the time to answer questions as well as stress the importance and responsibility of being a teen volunteer. These workshops provide an opportunity for the teens to learn puppetry, craft preparation and other skills necessary for their tasks as well as the logistics of time sheets, registration, etc. Some libraries use part of this workshop as a time for the teens to decorate the library for the Summer Reading Program.

Volunteer workshops also provide an opportunity for the teens to meet each other and become familiar with the library. It gives the librarians the opportunity to observe the teens and how they interact with one another.

Teens should receive volunteer name tags or badges, or t-shirts to identify them as volunteers.

## **Rewards for Teen Volunteers**

Incentives and thank you gifts vary with library budgets. Some libraries provide their teens with T-shirts or special prizes such as those available from JanWay.

Most libraries thank their volunteers with a pizza or ice cream sundae party at the end of the program. This is an opportunity to thank the teens, highlight their achievements, remember the silly summer moments, and present them with letters or certificates of appreciation. These letters or certificates should include the hours worked. Many schools accept these hours for their students' community service requirement.

The teen volunteers most important reward is the responsibility learned, confidence gained, and experiences shared.

## **Volunteer Meeting Outline**

INTRODUCTION (5 MINUTES)

ICE BREAKER (15 MINUTES)

EXPLANATION OF PROGRAM

- Why they might want to do this
- Sign In
- Possible responsibilities:
  - Shelve books
  - Shelf read
  - Prepare crafts for programs
  - Computer instruction
  - Photocopy
  - Attend volunteer meeting
  - Plan programs
  - Create a bibliography – "Best Teen Picks"

LIBRARY RULES & EXPECTATIONS

LIBRARY TOUR

SET UP TIME FOR NEXT MEETING



## **Do's and Dont's of Teen Volunteers**

### **Do's:**

1. Be friendly.
2. Be willing to listen.
3. Have a schedule for them to follow.
4. Have them call in when they are going to be absent.
5. Limit hours and number of volunteers.
6. Have a badge for each volunteer.
7. Have a special work area for volunteers.
8. Introduce them to your staff.
9. Always have an orientation meeting.

### **Don'ts**

1. Don't talk down to them.
2. Don't over schedule — will become too time consuming.
3. Don't burden yourself with too much paperwork.

## **Book Buddy Program**

The Book Buddy Program incorporates the Assets-Based framework for development and was established to provide teens with the opportunity:

- to make a more active role in library programs and services.
- to become role models for children.
- to build and strengthen the skills they already have.
- to have sense of accomplishment and pride through helping others.
- to learn new skills.
- to become contributing members of their community.
- to learn more about library services.
- to develop their own reading skills and become life long learners.

The Book Buddy Program was developed at the Brooklyn Public Library in 1999, under the direction of Susan Raboy, Manager of Young Adult Services. Book Buddy documents used with the permission of the Brooklyn Public Library.



### **Film and Video**

- Display selected materials to complement video/film being shown.
- Announce film/video and invite children to attend.
- Turn machine and lights on/off.
- Help attendees find seats.
- Rewind film/video.

### **Puzzles and Games**

- Distribute puzzles and games to children.
- Make exchanges when child is finished with game or puzzle.
- Play with child who is alone and needs someone to play with.
- Help staff put puzzles and games away after each program.

### **Computers**

- Become familiar with games and operations of computer.
- Help children play games.
- Administer the sign-up sheet, e.g., help children sign up and ensure each child gets a turn.

### **Writing Boxes**

- Help maintain materials in the *Writing Boxes*, e.g., markers are kept covered, supplies are in order, etc.
- Help distribute materials.
- Participate in program by keeping a journal or any other writing that is of interest; provide examples.
- Help and encourage children to write by listening and taking dictation.
- Collect *Writing Boxes* at end of program.

Book Buddies are part of the Summer Reading Program. They assist the librarian in charge of the activity and are not to be left alone during that activity. They *do not* do the work of paid staff.

## **For the Book Buddy - Program Guidelines**

### **Helpful Hints for a Successful Experience**

1. Always listen to and follow staff instructions.
2. Remember to set a good example because you are older. Do not use inappropriate language or get physical, and never, ever hit anybody!
3. Remember to ask your supervisor for help when you have a problem.
4. Always praise and encourage the children in what they are doing.
5. Have fun!

### **Summer Reading Program**

1. Sign yourself up for the summer reading program.
2. Show the children how to sign up for the summer reading program.
3. Help distribute the summer reading records.
4. Help the children record their book titles.
5. Help re-file the reading records.
6. Give the children stickers and worksheets.

### **Reading Aloud to Children**

1. Find books that you like or think your buddy will like and practice reading aloud.
2. If you can't find a book to read aloud, ask your supervisor for suggestions.
3. Don't force a child to listen to a book. Read a different book, if necessary.
4. Remember it's okay if children get up and walk around while you are reading, sometimes they have trouble sitting through the whole story.
5. Read with enthusiasm.
6. Read slowly and clearly.
7. Allow time for children to look at pictures before you turn the page.
8. Give children the chance to read aloud to you if they want to.
9. Be positive and enthusiastic about the child's reading effort.
10. Keep a list of your favorite "read aloud" titles and give to librarian at end of program.

### **Arts and Crafts**

1. Help set up for the program (collect and put out materials).
2. Make your own sample before the next program.
3. Listen and follow all of the instructions of the staff member leading the program so that you can help the children.
4. Help distribute the materials during the program.
5. Help clean up at the end of the program.

### **Film and Video**

1. Help set up the book display for the program by using the books that the staff have selected.
2. Announce the film/video and invite the children to attend.
3. Help operate the VCR/projector according to instructions of staff.
4. Help children find seats.
5. When everyone is seated and the program is ready to begin, turn off the lights.
6. Sit near the door and direct latecomers to the nearest available seat.
7. When film/video is over, turn on the lights.
8. Rewind film/video according to instructions of staff.

### **Puzzles and Games**

1. Help set up the puzzles and games.
2. Help distribute the puzzles and games.
3. Encourage children to play with one game at a time, and to return game when they are finished.
4. Play with child who is alone and needs someone to play with.
5. Help clean up at the end of the program.

### **Computers**

1. Become familiar with the games and operations of the computer.
2. Teach the children how to play the games.
3. Help the younger children play the games.
4. Play the games with the child who is alone and wants someone to play with.
5. Help the children sign up for their turn at the computer.
6. Let children know when it is their turn to be at the computer.
1. Monitor the computers so that the children do not abuse them or take someone else's turn.

### **Writing Boxes**

1. Help maintain materials in the boxes (e.g. be sure markers are kept covered).
2. Help distribute the boxes and materials.
3. Collect *Writing Boxes* at the end of the program.
4. Create examples for the program (poetry, menus, newspapers, etc.).

## Sample Letter #1

Date

Jane Doe, Principal  
Name of School  
Address

Dear Ms. Doe:

The Everywhere Public Library is offering a unique and exciting opportunity for students entering the 7<sup>th</sup> -12<sup>th</sup> grades in the fall. We are looking for "Book Buddies" to participate in our Summer Reading Program, "Funtastic Reading." Book Buddies will report to the Library two to three hours a day, two - three days a week, and must be available for at least four weeks during the summer.

Book Buddies will be working with younger children from three to ten years of age, and will assist the librarians in informal read-aloud sessions, arts and crafts, and puzzles and games programs. The Summer Reading Program runs from (date) to (date), 2005. The Book Buddy component of the program will begin with Book Buddy registration during the week of (date), 2005. We are asking schools to post and distribute flyers for Book Buddy positions. Each branch library as well as the Central Library will sponsor a Book Buddy program. Interested students should contact their local library as soon as possible. Applicants will be interviewed and will be required to have their parent or guardian sign the Book Buddy Agreement/Consent form before they can begin the program.

Although Book Buddies will not be paid, they will receive valuable work experience that can later be included on their resumes; in addition, all Book Buddies who successfully complete the summer program will receive a Certificate of Achievement from the Executive Director of the Library. *[(You might want to offer participants in the program community service credit as well.)]* Thank you for posting and distributing the flyers. If you have any questions, please call (name), Book Buddy Mentor, at (phone).

Sincerely,

Pat Evans  
Branch Librarian  
Local Branch Address

## Sample Letter #2

Date

Zelda Maddox  
111 Street Name  
Anywhere

Dear Ms. Maddox:

Peter has been chosen to be one of the book buddies in Anywhere Public Library's Book Buddy Program. This program will provide students with the unique and exciting opportunity not only to participate in our 2005 Summer Reading Program, but to assist librarians in programs with younger children.

Book Buddies will report to the library two to three hours a day, two to three days a week, and must be available for at least four weeks during the summer. Peter will be trained by the librarian who will be supervising the Book Buddies at our library. He will work on Mondays and Thursdays from 3:00 to 4:30, and will be required to sign in and out on his time sheet, which will be kept in the branch, along with his name badge. You and Peter both must sign the Book Buddy Agreement on the back of his time sheet.

As a Book Buddy he will read aloud to younger children, assist librarians in arts and crafts programs, including making his own crafts, as well as help younger children with the computers. This valuable work experience can later be included on a work résumé or be counted as community service. As a member of the Summer Reading Program, Peter will be able to participate in all Summer Reading Program activities and be invited to join in the end-of-summer celebration.

If you have any questions, please call Ms. Green at (718) 237-8970. Sincerely,

Julia Sams  
Branch Librarian  
Local Branch Address

## **BOOK BUDDY INTERVIEW - PURPOSES and TECHNIQUES**

The purpose of the interview is twofold: to give prospective Book Buddies enough information to enable them to make an informed decision as to whether they want to be part of the program, and to give library staff enough information about the teenager's life and interests for them to do the same. Attempts should be made to put the teenager at ease. No more than two people should interview the teenager at the same time.

Information to be given:

- What the Book Buddy program is and what the Book Buddy can be asked to do. Review the Book Buddy Guidelines.
- Book Buddies are part of the Summer Reading Program.
- How much time we ask Book Buddies to commit to, and how time will be scheduled.
- There will be training and support for all Book Buddies.
- Their parents/guardian will be required to sign an agreement of consent that will be kept in the library until Book Buddy fulfills his/her commitment.
- They will be recognized for their work at the end of the summer, at the Summer Reading Program event.

Information required:

- Which activities listed in the Guidelines is the Book Buddy interested in helping with and why?
- What are the interests of the Book Buddy? Reading, arts and crafts, music, etc.
- Have they had contact with younger children? Do they enjoy talking with younger children and helping them?
- Can they identify any special skills that they have?
- Are they likely to be reliable?
- Does their schedule of free time coincide with the agency's program schedule?
- How are their reading skills?
- Do they seem interested and enthusiastic about being a Book Buddy and about working in the library?
- What type of programs would they like the library to offer to Young Adults?

In the last part of the interview, library staff should inform the candidate of the training schedule. A telephone number and/or a current address should be obtained so that the teenager can be notified as to whether they have been accepted into the program and, if they have, when they will be expected to come to the library for training. Some young adults will not have phones in their homes, and will have to be notified by postcard. Staff will notify the candidate of their acceptance and training schedule.



**BOOK BUDDY  
SUGGESTED INTERVIEW QUESTIONS**

1. How did you hear about the Book Buddy Program?
2. Why do you want to be a Book Buddy?
3. What grade are you going into this fall?
4. What school did you go to last year?
5. Have you ever worked with children before? Do you have brothers or sisters, cousins or younger neighbors that you spend time with? How do you spend your time with them?
6. Are you interested in working with children? Do you think it would be fun?
7. What do you like to do in your free time? What hobbies do you have?
8. Do you have any special skills that would help you in working with children? (musical, artistic, etc.)
9. What were your favorite picture books when you were younger? What do you like to read now?
10. Do you like doing arts and crafts?
11. Have you had any experience with computers?
12. What other summer plans do you have?
13. Is your family planning a summer vacation; if so, when? Can you make a one-month commitment to the program?
14. What day(s) are you available to come to the library?
15. What would you like to do in the library? What types of programming interest you most?
16. Would you be willing to read a short story to me?
17. Do you have any questions?
18. Will the adult that you live with want you to be a Book Buddy?

## Book Buddy Interview Role Playing Exercise

It is suggested that the Book Buddy supervisor practice interviewing with a partner. This will give the supervisor some practice and feedback before facing the adolescent. First decide who will be the librarian, and who will be the prospective Book Buddy. The Book Buddy should choose one of the Book Buddy profiles below, and assume the identity described; *do not reveal your identity to your partner until the end of the exercise*. The librarian should then proceed with the interview using the suggested interview questions, along with any other questions of his own. At the end of the interview, the librarian should tell the interviewee if they have been hired. The interviewee should then reveal his/her identity. Did the librarian make a wise choice? What other questions might have shed more light on the true situation? Can you think of any other situations to be wary of?

### Book Buddy Profiles

- Twelve-year old: somewhat needy and immature, but thinks being a Book Buddy will be fun.
- Thirteen-year old: mature and enthusiastic; out-of-town cousin will be visiting over the summer - when she arrives, can she be a book buddy too?
- Fourteen-year old: friendly, branch regular; on vacation with family from July 13-August 14.
- Thirteen-year old: capable, responsible, likes little kids; she was a book buddy last summer.
- Fifteen-year old: enthusiastic regular, must attend summer school, only available in the morning.
- Fourteen-year old: mature, experienced baby-sitter, likes crafts; has to watch her little brother everyday once school is out.
- Fourteen-year old: not really interested in program; mother wants him/her to stay out of trouble over the summer.
- Sixteen-year old: really wanted a paying job; plans to quit program if one comes up.
- Thirteen-year old: plans to sign up with her best friend - it'll be fun?
- Thirteen-year old: loves computers; only wants to help with computer.

## Sample Letter to Student

Date

Dear [Name of Book Buddy]

Welcome to the Anywhere Public Library Summer Reading Program. As a Book Buddy, you are a special and important part of the program. We couldn't do it without you!

Being a Book Buddy is a real job and that means there are certain things you should know.

- Always be on time for your volunteer hours. The library staff and the children in the Summer Reading Program depend on you to be at the library when you say you will.
- Sign in on the time sheet when you arrive and remember to sign out when your shift ends. Your supervisor will show you what the time sheet looks like and where it is located.
- Dress neatly. You represent the Anywhere Public Library during the time when you volunteer.
- Each Book Buddy will receive a name badge and badge holder. Wear it while you are working.
- Your friends may want to come and see you while you are working at the Library. Keep in mind that you are working at a job, and that this is not the time to be with your friends.
- Be patient and, most importantly, keep your sense of humor. Sometimes people are impatient or rude. If you feel uncomfortable, you should excuse yourself and find a library staff member to help you.
- If you have any questions, please call your supervisor/mentor at:

In return, you get

- A look behind the scenes of your local library.
- Recognition for contributing to your community.
- On-the-job experience.
- To HAVE FUN!

## Book Buddy How To Read Aloud

### Components for Success

- A teenager who wants to share his/her love of reading books.
- A child who wants to listen.
- Some special books to read.
- Some simple procedures (see below).

### Choosing A Book

- Read a variety of books (ask the librarians for suggestions) and choose only books that you like yourself. If you are not enthusiastic, the child probably won't like the book, either.
- The New York Public Library's website: <http://www.nypl.org> contains a great book list, *100 Picture Books Everyone Should Know*. This might be a good list to start with when looking for books to read aloud.
- Choose books that are of interest to the child. If possible, have a few for the child to choose from. Ask which one he/she wants you to read.
- The language can be more difficult than the child can read himself, but be sure that the topic wouldn't be disturbing or beyond his comprehension.
- Have a few choices of varying lengths so you can judge the child's ability to pay attention or to sit still.
- Never use a book that you haven't read all the way through.

### Reading The Book

- Choose a comfortable spot.
- Have the listener close enough to you to hear you easily, as if you were having a pleasant conversation.
- Let the listener see the pictures, if there are any, and if they are interested. Read in a lively voice. Avoid a monotone delivery. Vary the speed. Ham it up if your listener seems to enjoy it. Act out the characters. Make sound effects, if appropriate.
- If there are long descriptive passages that appear to be boring your listener, condense them or skip them.
- Watch your listener for reactions. Play to your audience.
- If the child chooses not to listen, and doesn't want to remain with you, that's okay.
- Don't rush to finish the story if the child has questions or wants to look at the pictures longer.
- Let the child read to you!

2005 SUMMER READING PROGRAM

BOOK BUDDY FAVORITE "READ ALOUD" TITLES

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

AUTHOR

TITLE


## **BOOK BUDDY TRAINING OUTLINE**

### **Week I                      Orientation**

- I.        Introduction of mentor(s) and Book Buddies to each other. Each should give a little information about themselves.
- II.       Give each Book Buddy a “Welcome Letter” and review with each.
- III.      Introduce the agreement/time sheet with explanations, and ask each Book Buddy for name, address and phone number of parent/guardian. Decide beforehand where the time sheet will be kept, and show Book Buddies. Have Book Buddies take home the agreement for the parent/guardian to sign.
- IV.      Give Book Buddies their work schedules and Branch/Division schedule of hours.
- V.       Give a brief introduction to the library and Book Buddy Program.
- VI.      Take the Book Buddies on a tour of Branch/Division, introducing them to staff.
- VII.     Sign Book Buddies up for Summer Reading Program, and for library cards if they don't have one.
- VIII.    Give Book Buddies dates and times of training sessions.
- IX.      Give Book Buddies a Branch/Division business card with name and phone number of mentor(s) on back.
- X.       Give Book Buddies their name badges and explain that they are to be worn all the time they are working in the library. Name badges are to be kept in the library.
- XI.      Each Book Buddy will be recognized at the end of the summer at the Summer Reading Program Celebration. They will receive a Summer Reading Program Certificate and reading record as well as a special book buddy certificate signed by the Executive Director of the Library. They will each receive an additional gift.
- XII.     Mail letters to parent/guardians.

## Week II          Specific Training

- I. Book Buddies assist with the programs ***and are never left alone at a program.***
- II. Book Buddies should be trained together in their different tasks.
- III. As much of our programming centers around books, familiarize your Book Buddies with the juvenile collection.

### BOOK BUDDY TASKS

Book Buddies will need to be trained to assist you and your staff in the various tasks. Also, please remember that the skills and training needs vary with young adults so some of your book buddies may need additional training for the different tasks. Please use this guideline as an outline.

#### Summer Reading Program

- Show the Book Buddies where the reading records, worksheets etc. are kept.
- Make sure they can alphabetize.
- Explain your Branch/Division's Summer Reading Program structure.

#### Read Aloud

- Emphasize the need to read the story at least once before reading aloud to children.
- Make sure Book Buddies have adequate time to prepare.
- Have them choose their books and discuss them with you.
- Read aloud to them.
- Have an assortment of titles for them to select from if they have trouble choosing for themselves.
- Allow them to read to you, and encourage them whenever possible.
- Give them helpful hints for improving their skills.
- Give them the form to record their favorite "Read Aloud" titles, and tell them that many of these titles will be printed on a bookmark.
- Collect forms at end of Summer Reading Program.

## Book Buddies — Training Outline

### Arts and Crafts

- Give them **very specific** instructions in how to assist with arts and crafts and what is expected of them.
- Show them where the supplies are kept and how they can clean up after the program.
- Allow them to make samples. This will make them familiar with the project, so that they can help the younger children with more confidence. This will also make them feel that they are part of the program.
- Make sure that they feel comfortable enough to give their own craft ideas.

### Film and Video

- If your book buddies have been trained to use VCRs/projectors in school or elsewhere, you might want to have them rewind film/video at end of the program.
- Provide clear instructions on using VCR, and on both loading and rewinding tapes.
- Show them where to display books that have been selected for the program.
- Show them where the outlets and light switches are.
- Demonstrate how to announce a program from the floor to encourage children to attend.

### Puzzles and Games

- Show them where the puzzles and games are kept.
- Clearly explain the Branch/Division “rules” for puzzle and game hour.
- Have them read and explain the game instructions so that they can then help the children understand them.
- Encourage them to play a game with the child who does not have another child to play with.

### Computers

- Make sure they are familiar with all of the programs on the computer.
- Explain and discuss the “rules” for computer use.
- Explain the need for and use of sign up sheets so that they clearly understand the need for time limits.
- Emphasize the importance of their asking for help when there is a dispute over computer use or a technical problem.

### Writing Boxes



- Show them where the Writing Boxes are kept, and where the supplies to refill the Writing Boxes are kept.
- Give clear instructions about how they can help the children to use them, e.g. making sure there are enough supplies.
- Show them where to display the books that have been selected to accompany this project.
- Show them your writing examples, and provide them with time and materials to make their own.

**2005 SUMMER READING PROGRAM  
BOOK BUDDY APPLICATION**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Age: \_\_\_\_\_ Grade In September: \_\_\_\_\_

When are you available to be interviewed: \_\_\_\_\_

Days and hours available to work as a Book Buddy: \_\_\_\_\_

\_\_\_\_\_

Emergency Contact:

Name of Person: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Relationship: \_\_\_\_\_

How did you hear about the Book Buddy Program? If at school, what is the name of your school: \_\_\_\_\_

\_\_\_\_\_

Have you ever worked with children? If yes, explain:

Please give us approximate dates, if you are planning any summer trips:

## Book Buddy Evaluation

\_\_\_\_\_ Being a Book Buddy is great!

\_\_\_\_\_ Being a Book Buddy is okay.

\_\_\_\_\_ Being a Book Buddy isn't what I expected. (Please tell us more)

The thing I liked best about being a Book Buddy was:

The think I liked least about being a Book Buddy was:

To improve the Book Buddy Program, you could:

Other programs I would like to attend:

Comments:

Name/Address and Zip Code (optional)

Please return to your supervisor.  
Thank you.

# Public Library Book Buddy Agreements

As a Book Buddy, I agree to:

- Attend an orientation/training session at the library at which I will be working.
- Arrive at work on time for my scheduled hours.
- Call my mentor as soon as I know that I will be unable to come to work.
- Keep an accurate record of my hours on my time sheet.
- Work all the weeks that I agree to at the beginning of the program.
- Cooperate with library staff.

Signed (book buddy): \_\_\_\_\_

Date \_\_\_\_\_

The Public Library agrees to:

- Introduce you to staff members at the library where you will be working.
- Register you for a library card, if you do not already have one.
- Provide you with training and Book Buddy guidelines.
- Designate a mentor to help and guide you.
- Provide a time sheet for you to keep an accurate record of the hours you work at the library.
- Make this an enjoyable learning experience for you.

Signed (mentor): \_\_\_\_\_

Date \_\_\_\_\_

As a Parent/Guardian I:

- Am aware and agree that my child will work \_\_\_\_\_ hours at the library.
- Agree to notify the library if the agreed-upon schedule, at any time, interferes with my child's school work or other activities.
- Agree to encourage my child to have good work habits and attendance.
- Agree to reinforce the importance of my child's Book Buddy experience.
- Realize that before my child arrives at the library and after my child signs out for the day, the library personnel is not responsible for him or her.

Signed (parent/guardian): \_\_\_\_\_

Date \_\_\_\_\_

# Public Library Book Buddy Time Sheets

Name \_\_\_\_\_

Agency \_\_\_\_\_

Mentor \_\_\_\_\_

Date	Time In	Time Out	Hours

TOTAL HOURS: \_\_\_\_\_

Book Buddy's Signature \_\_\_\_\_

Mentor's Signature \_\_\_\_\_

## The Reading Interest Survey

Adapted From: *Connecting Young Adults and Libraries, 2<sup>nd</sup> Edition*, by Patrick Jones.  
Neal-Schuman Publishers, Inc., 1998.

AGE: \_\_\_\_\_ GRADE: \_\_\_\_\_ ☐ MALE ☐ FEMALE

SCHOOL: \_\_\_\_\_

We are interested in providing you with the very best reading materials, but we need your help. Please take a moment and fill out this survey and tell us what *you* want.

1. Which of these is your favorite read?

☐ Magazines \_\_\_\_\_

*List your favorites on this line.*

☐ Newspapers

☐ Books

☐ Comic Books

2. Which books do you prefer?

☐ Fiction

☐ Non-Fiction (true stories, biographies, etc.)

3. Which types of fiction do you like best?

☐ Adventure

☐ Historical

☐ Fantasy

☐ Horror

☐ Humor

☐ Mystery

☐ Romance

☐ Science Fiction

☐ Sports

☐ Teen Problems

☐ Other:

4. Which types of non-fiction do you like best?

☐ Health

☐ History

☐ Music, TV, Movies

☐ Biographies

☐ Poetry

☐ "Coping" With Teen Problems

☐ Other:

5. What is your favorite television show? \_\_\_\_\_

6. What do you like to do for fun? \_\_\_\_\_

7. What subjects do you like best in school? \_\_\_\_\_

8. What after-school activities do you like best? \_\_\_\_\_

9. What are your favorite magazines? \_\_\_\_\_

10. What's the best book you ever read or listened to? \_\_\_\_\_

Please add any other comments about your library on the back of this sheet. Thank you.

## PROFESSIONAL READING

If you would like to plan a teen summer reading program, there are a lot of wonderful programming books dealing with this topic.

**Title:** 101+ Teen Programs That Work

**Author:** Rosemary Honnold

Neal-Schuman Publishing, 2003. ISBN 1555704530.

This book explores 101 library programming ideas that will have teens flocking to your library. One whole chapter is specifically directed towards librarians seeking teen summer reading ideas.

**Title:** Bare Bones Young Adult Services: Tips For Public Library Generalists

**Author:** Renee J. Vaillancourt

ALA Publications, 2000. ISBN 0838934978.

This general guide provides librarians with information about creating and running young adult programs at their libraries. Included is information about ways to get teens excited about and involved in the library.

**Title:** Book Your Summer: Missouri Teen Summer Reading Program: Planning Manual

**Author:** Missouri State Library

This manual is a complete look at how to set up, run and evaluate a teen summer reading program.

**Title:** Excellence In Library Services To Young Adults: The Nation's Top Programs

**Author:** Mary K. Chelton, editor.

ALA Publications, 2000. ISBN 0838907865.

This volume highlights some of the nation's best school and public library programs and facilities for teenagers. The programs were chosen for inclusion in the volume by the Young Adult Library Services Association (YALSA) of the American Library Association (ALA).

**Title:** Laugh It Up At Your Library: 2003 Teen Summer Reading Program Manual

**Author:** Maria J. Levetzow

Published and produced by the State Library of Iowa, this manual gives YA librarians additional information and ideas about how to promote the 2003 CSLP summer theme with teens.

**Title:** Reading Programs For Young Adults: Complete Plans For 50 Theme-Related Units For Public, Middle School, and High School Libraries

**Author:** Martha Seif Simpson

McFarland & Company, 1997. ISBN 9786403578.

In this book, the author looks at 50 theme-related programs that have wide teen appeal, including "Cruising In The Sun"; "Cartoon Cavalcade"; and "A Lot of Laughs."

**Title:** Sizzling Summer Reading Programs: Hot Fun For Young Adults

**Author:** Katharine L. Kan

ALA Publications, 1998. ISBN 0838934803.

Looking for a way to spice up your teen summer program? Check out this book which highlights cool teen summer programs from around the nation.

**Title:** Something Funny Happened at the Library: How to Create Humorous Programs for Children and Young Adults.

**Author:** Rob Reid

ALA Publications, 2002. ISBN 0838908365.

Reid, formerly a youth services librarian and now an instructor at the University of Wisconsin/Eau Claire, has written a how-to book filled with fun, unusual programs for teens.

**Title:** Tantalizing Tidbits For Teens: Quick Booktalks For The Busy High School Library Media Specialist

**Author:** Ruth E. Cox

Linworth Publishing, 2002. ISBN 1586830171.

This volume is filled with readymade booktalks on today's hottest teen books. A booktalk is the perfect way to get teens excited about summer reading!

**Title:** Teen Library Events: A Month-By-Month Guide

**Author:** Kirsten Edwards

Libraries Unlimited, 2004. ISBN 0313016771.

This month-by-month guide highlights different YA programming ideas, including workshops, contests and game nights.

**Title:** The Youth Cybrarian's Guide To Developing Instructional, Curriculum-Related, Summer Reading, and Recreational Programs

**Author:** Lisa Champelli

Neal-Schuman, 2002. ISBN 1555704271.

This guide highlights innovative youth services programs and activities that are occurring at school and public libraries nationwide. Included is a whole chapter on unique summer reading program ideas for kids and teens.